

EDUCATIONAL RESOURCES INFORMATION CENTER

June 1975

Volume 10 Number 6

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A monthly abstract journal announcing recent report literature related to the field of education.

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE/ National Institute of Education

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The indexes which follow the résumés in each edition cite the contents by:

Subject
Author
Institution

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SPECIAL ANNOUNCEMENTS

NAME CHANGE FOR RESEARCH IN EDUCATION

With the January issue the name of the ERIC abstract journal was changed from **Research in Education** to **Resources in Education** to reflect more accurately the broad scope of the documents the journal announces. The purpose of **RIE** is to make possible the early identification of, and sources for, acquiring a variety of published and unpublished materials of interest to the national and international education community.

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Clearinghouse Change of Name

The ERIC Clearinghouse on the Disadvantaged has changed its name to the ERIC Clearinghouse on Urban Education. The Clearinghouse will continue to monitor research and practice relating to the education of special populations in urban areas, such as blacks, Puerto Ricans, the poor, and the segregated, as well as collecting information on particular issues of urban education. The Clearinghouse will continue to be identified by the prefix UD.

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ED 101 052-102 285

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Introduction

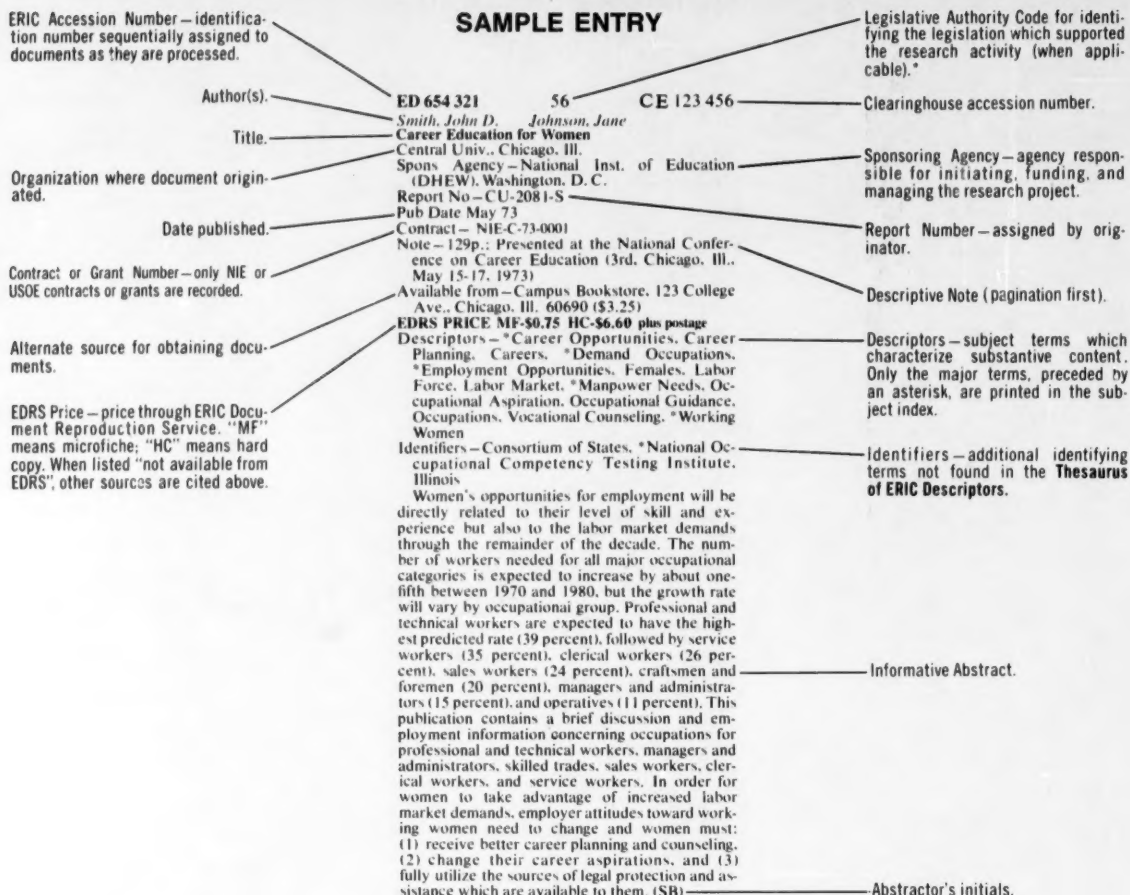
Resources in Education is prepared monthly by the Educational Resources Information Center (ERIC) to make possible the early identification and acquisition of reports of interest to the educational community. ERIC is a nationwide information network for acquiring, selecting, abstracting, indexing, storing, retrieving, and disseminating the most significant and timely education-related reports. It consists of a coordinating staff in Washington, D.C. and 16 clearinghouses located at universities or with professional organizations across the country. These clearinghouses, each responsible for a particular educational area, are an integral part of the ERIC system. The clearinghouses are listed on the inside back cover.

All the documents cited in the Document Résumé Section of the journal, except as noted, are available from the ERIC Document Reproduction Service. Availability and prices of document collections are to be found on the How To Order ERIC Document Reproductions page.

Document Records VATN3 519 242

DOCUMENT SECTION

SAMPLE ENTRY



***The key to these codes is as follows:**

Code	Description	Code	Description
08	Adult and Vocational Education, Public Law 88-210	52	Library Research and Development, Public Law 89-320, Title II, Part B
16	Captioned Films for the Deaf, Public Law 85-905	56	New Educational Media, Public Law 85-864, Title VII, Part A
24	Cooperative Research, Public Law 89-10, Title IV	64	New Education Media, Public Law 85-864, Title VII, Part B
32	Disadvantaged Students Program, Public Law 89-10, Title I	72	Research in Foreign Countries, Public Law 83-480
40	Handicapped Children and Youth, Public Law 88-164	80	State Educational Agencies Experimental Activities, Public Law 89-10, Title V, Section 505
48	Language Development, Public Law 85-864, Title VI	88	Supplementary Centers and Services, Public Law 88-10, Title III
		95	Other Office of Education Programs

The résumés in this section are arranged in numerical order by ED number, and alphabetically by clearinghouse prefix initials and acquisition number.

Each clearinghouse focuses on a specific field of education. However, the reader who is interested in a broad subject such as Reading may find pertinent résumés in allied clearinghouse entries. It is therefore important to consult the subject index for a more comprehensive search.

Clearinghouses and their prefixes follow in the order they and their entries appear in this section:

	Page		Page
CE—Career Education	5-32	PS—Early Childhood Education	111-117
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FL—Languages and Linguistics	73-81	TM—Tests, Measurement, and Evaluation	163-169
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CE

ED 101 052 CE 002 557

Career Development Program in Global Community Health: Report on Component I. Status of the Program. Final Report.

Case Western Reserve Univ., Cleveland, Ohio. Dept. of Organization and Administration.

Spons Agency—Health Services and Mental Health Administration (DHEW), Bethesda, Md.

Report No.—HSMHA-72-9-i; PB-231-886
Pub Date Oct 72

Note—238p.; For related documents, see CE 002 558 and 559

Available from—National Technical Information Service, Springfield, Virginia 22151 (PB-231-886, MF \$1.45, HC \$15.00)

Document Not Available from EDRS.

Descriptors—Community Health Services, Health Occupations, Health Personnel, *Health Programs, Human Resources, Manpower Development, *Medical Services, *Personnel Management, *Program Development, Public Health, *Recruitment, Vocational Development

Identifiers—Career Development in Global Community Health, GCH

The Public Health Service's problem in personnel recruitment led to the inception of the Career Development in Global Community Health (GCH). The first group of fellows was enrolled in 1968. Component One traces the history and development of the program. It represents a comprehensive program history between 1966-1972, examines the adherence of the program to its goals and the Federal health manpower context of the program. Human resources management is considered a major aspect of the present program status. (NTIS)

ED 101 053 CE 002 558

Career Development Program in Global Community Health: Report on Component II. Program Focus and Identity. Final Report.

Case Western Reserve Univ., Cleveland, Ohio. Dept. of Organization and Administration.

Spons Agency—Health Services and Mental Health Administration (DHEW), Bethesda, Md.

Report No.—HSMHA-72-9-ii; PB-231-827
Pub Date 5 Jan 73

Note—52p.; For related documents, see CE 002 557 and CE 002 559

Available from—National Technical Information Service, Springfield, Virginia 22151 (PB 231-827, MF \$1.45, HC \$5.75)

Document Not Available from EDRS.

Descriptors—*Administrative Personnel, Community Health Services, Health Personnel, *Health Services, Interviews, *Manpower Development, *Medical Services, Personnel Management, Placement, *Program Attitudes, Program Planning, Public Health, Questionnaires

Identifiers—Career Development in Global Community Health, GCH

The Public Health Service's problem in personnel recruitment and retention gave rise to the inception of the Career Development in Global Community Health (GCH). Component Two's findings are based on questionnaires administered to and interviews conducted with Fellows, members of the program board and persons familiar with the program. The narrative view of the Fellows concerning their perceptions of the program are presented as an important aspect of the program's identity. (NTIS)

ED 101 054 CE 002 559

Career Development Program in Global Community Health: Report on Component III. Program Recommendations. Final Report.

Case Western Reserve Univ., Cleveland, Ohio. Dept. of Organization and Administration.

Spons Agency—Health Services and Mental Health Administration (DHEW), Bethesda, Md.

Report No.—HSMHA-72-9-iii; PB-231-828

Pub Date 11 Apr 73

Note—64p.; For related documents, see CE 002 557 and 558

Available from—National Technical Information Service, Springfield, Virginia 22151 (PB-231-828, MF \$1.45, HC \$6.25)

Document Not Available from EDRS.

Descriptors—*Administrative Personnel, *Community Health Services, Federal Government, Health Personnel, Health Programs, *Health Services, Leadership Training, Manpower Development, Manpower Needs, *Medical Services, Personnel Management, *Personnel Needs, Public Health, Recruitment, Vocational Development

Identifiers—Career Development in Global Community Health, GCH

The Public Health Service's problem in personnel recruitment and retention gave rise to the inception of the Career Development in Global Community Health (GCH). Component Three is concerned with the presentation of recommendations. It recommended two basic objectives: training persons for Federal management manpower needs, and providing opportunities for development of leadership in the public sector. Other recommendations included program activities, program design, management processes, and program review. (NTIS)

ED 101 055

CE 002 725

Sorensen, Age B. Kalleberg, Arne L. Jobs, Training, and Attitudes of Workers. Institute for Research on Poverty Discussion Papers No. 204-74.

Wisconsin Univ., Madison. Inst. for Research on Poverty.

Spons Agency—Office of Economic Opportunity, Washington, D.C.

Report No.—IRP-DP-204-74

Pub Date [73]

Note—47p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Career Choice, Interaction, Job Placement, *Job Satisfaction, Job Skills, Job Training, Labor Market, Negative Attitudes, *Occupational Aspiration, Occupational Choice, *Organizational Climate, *Organizational Development, Vocational Adjustment, *Work Attitudes, Work Environment

In a highly complex occupational structure with a great deal of mobility of men among jobs, the process of matching men to jobs is by no means automatic, but determined by complex mechanisms that may produce discrepancies between jobs and men—discrepancies that are a likely source of negative job attitudes. This paper focuses on the mechanisms that produce discrepancies between men's skills and the requirements of jobs, and discrepancies between men's aspirations for status and income and the wages and prestige a job provides. The paper outlines a number of concepts relevant for the analysis of the occurrence of such discrepancies: characteristics of the production of skills and aspirations, characteristics of jobs such as the nature of competition they generate and the flexibility of tasks, and characteristics of the labor market such as the rate of change in job content, employment levels, and the distribution of information about job opportunities. Finally the paper attempts to specify some of the organizational characteristics that determine the strength of the relationship between actual discrepancies between job and men and job attitudes. (Appended is a two-page bibliography.) (Author)

ED 101 056

CE 002 732

Adult Basic Education Component; Manpower Development Component; and Program Evaluation. Delta Opportunities Corporation: Final Report.

Delta Opportunities Corp., Greenville, Miss.

Pub Date 72

Note—49p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—*Adult Basic Education, *Adult Programs, *Disadvantaged Groups, Economically Disadvantaged, Educationally Disadvantaged, *Job Placement, Learning Laboratories, *Manpower Development, Program Descriptions, Program Evaluation, Vocational Counseling, Vocational Training Centers

The Adult Education Component of the Delta Opportunities Corporation (DOC) operated learning centers in four Mississippi delta counties for educationally disadvantaged rural poor adults. The centers served an excess of 200 participants, preparing them for General Education Development Tests (GED) and providing prevocational and adult basic education classes. The program is discussed in terms of personnel, historical background, planning and teacher training, problems encountered, program services and activities, student and learning center achievements, and program projections and recommendations. The Manpower Development Component (Project Jobs 1972) of DOC was designed to give technical assistance and guidance to rural underprivileged people between the ages of 18 and 55, in their quest to upgrade their economic and social status through vocational training and industrial placement. Following a summary and presentation of recommendations, Project Jobs 1972 is further discussed in terms of personnel, problems encountered, project activities (recruitment, prevocational counseling, assessment, orientation, vocational training, on-the-job training and placement, and counseling and followup), and a chart of project achievements. The third party evaluation indicated that the two projects were generally successful, but that Project Jobs was hampered by insufficient funds. (BP)

ED 101 057 CE 002 752

Career Awareness K-6. Bulletin No. 734.

Texas Education Agency, Austin.

Report No.—Bull-734

Pub Date 73

Note—78p.

Available from—Texas Education Agency, Austin, Texas (\$2.00)

EDRS Price MF-\$0.76 HC-\$4.43 PLUS POSTAGE

Descriptors—*Career Awareness, *Career Education, Course Objectives, *Curriculum Guides, *Elementary Education, Primary Education, Resource Materials, *Resource Units

Identifiers—Texas

The guide is designed to give Texas school personnel detailed suggestions for developing career awareness beginning with kindergarten and continuing through grade 6. The document opens with a rationale for career education and lists career concepts and objectives. The responsibilities of the elementary school principal and teacher in integrating career education concepts into the total curriculum are described. The major thrust of the guide is toward encouraging teachers to examine pupils' activities with the idea of incorporating career education concerns into those activities along with regular subject matter concepts. To this end most of the document consists of a presentation, at the primary and intermediate levels, of eight concepts relating to: the world of work; reasons for working; the worth of self, work, and workers; choice of occupation; and the relationship between school and work. Within each concept two or more instructional objectives are presented and for each objective sample activities offered, such as games, field trips, story telling, and outside speakers. Necessary supplies and resource materials are suggested. The same areas are covered at both levels. (NH)

ED 101 058 CE 002 755

Suggested Curriculum and Planning Guide for Developing a Program in Auto Mechanics. Bulletin No. 49-174.

Illinois State Board of Vocational Education and Rehabilitation, Springfield, Div. of Vocational and Technical Education.

Report No.—Bull-49-174

Note—32p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Auto Body Repairmen, *Auto Mechanics, *Auto Mechanics (Occupation), *Curriculum Guides, *Facility Planning, Hand Tools, Post Secondary Education, Resource Materials, Secondary Education

The curriculum and planning guide has two objectives: to give the instructor, planner, and counselor a guide which furnishes current information on the trade, facility planning, equipment, and resource information for all levels of occupational instruction in the field of auto mechanics maintenance and repair; and to enable the student to be employed in the occupation. The introduction discusses the trend away from programs and facilities designed around the use of cars as the sole educational system to the planning of more flexible-use spaces for free-standing engines, transmissions, chassis assemblies, and hydraulic systems, whether they are for automobiles, airplanes, or snowmobiles. In the new mechanics programs the mechanics simulator, trainer, and mock-up areas of the laboratory should represent as much as 70 percent of the student stations to provide skills required to tune-up and repair all types of engines. A table for planning space requirements for a vehicle maintenance cluster is included. The remainder of the guide is in the form of outlines under seven headings: suggested orientation course outline; skill development, chassis, and engine mechanics outline; skill development, auto body mechanics; automotive technology; tools and facility planning; reference materials; and instructional aids for auto mechanics. (Author/NH)

ED 101 059 CE 002 765

Meyerson, Dean W.

Basic Education Within the Military.

Army War Coll., Carlisle Barracks, Pa.

Report No.—AD-775-483

Pub Date 9 Nov 70

Note—19p.

Available from—National Technical Information Service, Springfield, Virginia 22151 (Order No. AD-775 483; MF-\$1.45, HC-\$4.00)

Document Not Available from EDRS.

Descriptors—*Adult Basic Education, Educational History, Educational Programs, Essays, Literacy, *Military Training, *Program Descriptions, *Program Planning, *Remedial Programs

Identifiers—Project One Hundred Thousand

The purpose of the essay is to place "Project One Hundred Thousand" in context with the antecedents of this basic educational program, to provide insight to existing operational characteristics, and to determine what can be seen now concerning this type of U. S. Army effort in the future. The essay concludes that to meet the emerging manpower situation U. S. Army remedial education responsibilities will be extended into the 1970-1980 time frame but should incorporate different selection and training methods. (NTIS)

ED 101 060 CE 002 768

Palmer, Charles D.

Career Development for Long-Range Planners.

Army War Coll., Carlisle Barracks, Pa.

Report No.—AD-775-488

Pub Date 27 Oct 70

Note—14p.

Available from—National Technical Information Service, Springfield, Virginia 22151 (Order No. AD-775 488; MF-\$1.45, HC-\$4.00)

Document Not Available from EDRS.

Descriptors—*Career Planning, Employment Qualifications, Essays, *Military Personnel, Military Training, *Officer Personnel, *Planning, *Vocational Development

Identifiers—*Long Range Planner (Occupation)

The increased emphasis on military long-range planning indicates that it may be timely to establish a career development program for officers in that field. The paper reviews the characteristics of long-range planning including some of the tools and techniques which can be applied to that process. A career development program is proposed for the identification, training, and assignment of military long-range planners with discussion as to means for accomplishing those development actions. (Author)

ED 101 061 95 CE 002 775

Shegog, Bedeliah And Others

Factors Associated with Achievement in Adult Basic Education (Evaluation of Adult Basic Education in the Quitman County Center for Learning and Educational Development).

Mary Holmes Coll., West Point, Miss.; Quitman

Spons Agency—Office of Education (DHEW), Washington, D. C. Div. of Adult Basic Education.

Pub Date 72

Grant—OEG-0-8-034156-4368(324)

Note—97p.; For related documents see CE 002 776-777

EDRS Price MF-\$0.76 HC-\$4.43 PLUS POSTAGE

Descriptors—*Achievement Rating, *Adult Basic Education, Adult Dropouts, Adult Education Programs, Continuation Education, *Continuing Education Centers, Demonstration Projects, Educational Assessment, *Participant Characteristics, Program Descriptions, *Program Evaluation, Regional Programs, Tables (Data), Teacher Characteristics

Identifiers—Mississippi, *Quitman County

The document describes the methods, procedures, and results of the evaluation of the Quitman County Project, an adult basic education demonstration program with 147 participants in four learning centers in Mississippi. Data were collected by means of site visits, observation, interviews and standardized achievement tests. In terms of student achievement, the overall gain in grade level was good, and more than 88 percent of all participants completed the program. Over 40 percent of the higher achieving participants passed the General Education Development Test. The most successful students were in the 20-40 age range. The four centers varied achievement level was attributed to teacher differences and the use of teacher-student generated materials. Sound fiscal policies were maintained, and instructional materials were judged good. Data on student and teacher characteristics are tabulated and discussed. Tables show the relationship between achievement and: center, sex, highest grade completed in school, welfare assistance status, number of dependents, employment record, current work status, primary occupation, nature of contact leading to enrollment, and reason for participation. The rate of dropout and related factors are analyzed. The appendix includes the student data code, organizational chart, student interview schedule, organizational perspectives, instructors findings, and counselor services. (MW)

ED 101 062 95 CE 002 776

Quitman County Center for Learning and Educational Development, Inc.: Final Report.

Mary Holmes Coll., West Point, Miss.; Quitman Centers for Learning, Marks, Miss.

Spons Agency—Office of Education (DHEW), Washington, D. C. Div. of Adult Basic Education.

Pub Date 69

Grant—OEG-0-8-034156-4368(324)

Note—51p.; Appendix 2 deleted because of marginal reproducibility; For related documents see CE 002 775 and 777

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—*Adult Basic Education, *Adult Education Programs, Community Development, Continuation Education, Continuing Education Centers, *Depressed Areas (Geographic), Low Income Counties, Participant Characteristics, *Program Descriptions, *Program Development, Regional Programs, Southern Community, Volunteers

Identifiers—Mississippi, *Quitman County

Offering an overview of the adult education program of Quitman County, Mississippi and its development from 1967 to 1969, the report reviews the history of the community-based project, community problems, resident participation, and project objectives. Begun in 1967 as a volunteer program in adult education for the poor of that rural Delta region, the program grew and ultimately became a Federally sponsored project with eight continuing education centers. Those served by the program were 63 percent black, most with annual incomes of less than \$1000 per year, and functionally illiterate. Through the Community Extension Service, an outgrowth of Mary Holmes Junior College commitment to community service, the Quitman Project grew into a more formalized and regulated program. In the appendix, a progress report submitted to Mary Holmes Junior College describes a curriculum workshop, preservice teacher training, experimental activities, and a project evaluation. Samples of student and teacher generated materials conclude the document. (MW)

ED 101 063 95 CE 002 777

Quitman County Center for Learning and Educational Development: Final Project Report.

Mary Holmes Coll., West Point, Miss.; Quitman Centers for Learning, Marks, Miss.

Spons Agency—Office of Education (DHEW), Washington, D. C. Div. of Adult Basic Education.

Pub Date 70

Grant—OEG-0-8-034156-4368(324)

Note—45p.; For related documents see CE 002 775 and 776

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—*Adult Basic Education, *Adult Education Programs, Continuation Education, *Demonstration Projects, Educational Improvement, *Material Development, Program Descriptions, Program Development, Regional Programs, Relevance (Education), Student Developed Materials, Teacher Developed Materials, Teaching Methods, Volunteers

Identifiers—Mississippi, *Quitman County

The overall purpose of the Quitman County Demonstration Project was: (1) to identify, demonstrate, and test effective and innovative procedures for implementing a community based, voluntary program in adult basic education (ABE); (2) to develop and validate new approaches in training the instructional leadership for adult basic education through the use of "preprofessional teachers;" and (3) to develop new and more relevant learning materials. Project activities involved three phases: (1) evaluation, (2) planning activity, and (3) experimental and demonstration classes. Significant findings of the study as they relate to adult basic education included: (1) the development and use of student-teacher generated materials has an important role; (2) individualized instruction is inferior to a combination of group and individual instructional methods; (3) effective instructional leadership recruited from the poor is most effective; and (4) constructive environmental changes can grow out of adult basic education. Quitman County statistics and background information, the project's history, and a staff list are provided in the appendix. (MW)

ED 101 064

CE 002 785

Hunt, Howard Allan

Registered Nurse Education and the Registered Nurse Job Market.

California Univ., Berkeley. Inst. of Industrial Relations.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Report No.—DLMA-91-06-73-23-1

Pub Date Sep 74

Note—235p.; Ph.D. Dissertation, University of California, Berkeley

Available from—National Technical Information Service, Springfield, Virginia 22151 (\$3.75)

EDRS Price MF-\$0.76 HC-\$12.05 PLUS POSTAGE

Descriptors—Associate Degrees, Bachelors Degrees, Comparative Analysis, *Degrees (Titles), Educational Programs, *Educational Status Comparison, Employment Opportunities, Employment Potential, *Job Market, Manpower Utilization, Medical Education, *Nurses, Professional Education, Relevance (Education), *Salary Differentials, Surveys

This effort compares the graduates of the three types of Registered Nurse (RN) education programs (three-year Diploma in Nursing, two-year Associate Degree in Nursing (ADN), and four-year Bachelor of Science Degree in Nursing). The basic objective is to determine whether they are perfect substitutes, especially whether ADN graduates can adequately replace diploma graduates as the base of the profession. The measurement of the performance of the RNs is indirect. The job market outcomes for RNs of different educational backgrounds reveal the implicit evaluations by employers of RNs. Regressions of the probability of employment in various nursing jobs as a function of RN education, work experience, and various personal characteristics are used for this analysis. The RN wage structure is also examined to determine whether there is consistent wage differentiation between the various RN preparations. The data were developed through a mail survey of a random sample of California resident RNs. A response rate of about 80 percent was obtained with three mailings, yielding 942 employed RNs for the analysis. Conclusions are that ADN graduate and diploma

graduate RNs are indistinguishable; they are paid the same wage, and their job distribution is the same when work experience is controlled. However, diploma graduate RNs cannot substitute for BSN graduate RNs. They are paid similar wages when job area is controlled, but their distribution among job areas is markedly different. (Author)

ED 101 065

CE 002 789

Smith, Sharon Patricia

Wage Differentials Between Federal Government and Private Sector Workers.

Manpower Administration (DOL), Washington, D.C.

Report No.—DLMA-91-34-74-12-1

Pub Date May 74

Note—265p.; Ph.D. Dissertation, Rutgers University

Available from—National Technical Information Service, Springfield, Virginia 22151

EDRS Price MF-\$0.76 HC-\$13.32 PLUS POSTAGE

Descriptors—Doctoral Theses, Economic Factors, *Economic Research, Federal Government, Fringe Benefits, *Government Employees, Personnel Policy, *Salary Differentials, Statistical Analysis, Tables (Data), *Wages

This study examined the earnings and wage rate differentials between Federal government and private sector workers in 1960 and 1970 to consider the comparability of these workers and the application of the Comparability Doctrine in Federal pay policy during that period. Two types of earnings and wage rate equations were estimated by ordinary least squares for all Federal and all private workers and eight race-sex groups of Federal and private workers. The data came from the 1960 and 1970 Public Use Samples. Ronald Oaxaca's technique for analyzing differentials was employed to decompose the estimated differentials into a part attributable to differences in characteristics between the two types of workers and a part ascribed to economic rent paid to Federal workers. These results indicated that Federal earnings and wage rates exceeded private in both years for every group examined. The largest proportion of the differentials, over 70 percent in most cases, for most race-sex groups consisted of economic rent paid to Federal workers. It was concluded that the source of this is the Federal career employees system. It was recommended that the number of applicants at each Federal job level be weighted in considerations of Federal pay raises. (The document concludes with eight pages of a selected bibliography and an appendix of the means of variables.) (Author)

ED 101 066

CE 002 790

Cleven, Arlene M.

Police Traffic Services Supervisor Instructor Training Institute. Final Report.

Dunlap and Associates, Inc., Darien, Conn.

Spons Agency—National Highway Traffic Safety Administration (DOT), Washington, D. C.

Report No.—PB-233-813

Pub Date Apr 74

Note—178p.

Available from—National Technical Information Service, Springfield, Virginia 22151 (Order No. PB-233 813; MF-\$1.45, HC-\$5.50)

Document Not Available from EDRS

Descriptors—Community Services, *Institutes (Training Programs), Instructional Materials, *Police, *Program Evaluation, Program Planning, *Supervisory Training, Teachers, Teaching Techniques

The purpose of the study was to expose key individuals to the National Highway Traffic Safety Administration (NHTSA) developed curriculum materials for police traffic services supervisors and to teach them how to teach. The objective was accomplished through the conduct of five 30-hour instructor training institutes conducted in various areas of the country. Institutes were held in the fall of 1973. Teaching was shared by representatives of Dunlap and Associates, Inc., and educators from Central Connecticut State College. Various educational institutions throughout the United States served as host colleges for the institutes. A total of 65 enrollees completed the training program. They represented 36 states, Puerto Rico, NHTSA, and two American Indian organizations. Most enrollees are associated with law enforcement agencies. All institutes proceeded on schedule and ran smoothly. Ninety-seven percent of the enrollees

reported that the institute was quite valuable or exceptionally valuable to them as instructors. (NTIS)

ED 101 067

CE 002 795

York, Edwin Johnson, Conrad

Historic New Jersey Occupations: A Rich Resource for the Career Awareness of Today's Children & Youth.

New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.

Pub Date Aug 74

Note—45p.; Photographs will not reproduce well

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—*American History, Area Studies, *Career Awareness, Community Resources, Demonstrations (Educational), Elementary Education, Handicrafts, Hand Tools, Human Resources, Instructional Trips, *Learning Activities, Museums, Occupations, *Resource Guides, Resource Materials, Secondary Education, Skilled Workers

Identifiers—New Jersey

A timely and informative resource guide for K-12 teachers of career awareness activities, the booklet lists New Jersey historic sites, traditional craft demonstrations, and related displays of old tools. The first section explores the revival of interest in old occupations and crafts of earlier times, resulting in the development of an appreciation for modern methods of production. Also featured are craft fairs sponsored by various organizations, which can be used by teachers. Contact persons are listed. Twelve of New Jersey's historic sites and museums are described with such relevant information as the hours the sites are open, when tours are scheduled, and a description of the special features of each historic site. Also listed are 75 craftsmen willing to give demonstrations which can be seen at craft fairs, historic sites, or their own workshops. Additional resource materials are cited, including information on some models to make and things to do related to early New Jersey life, and printed resources helpful for understanding New Jersey's historic occupations. (BP)

ED 101 068

CE 002 801

Bjorheim, Lars

The Development of Industrial Democracy in Norway.

Pub Date Aug 74

Note—12p.; Address given before International Conference on Manpower Training and Development (3rd, Oslo, Norway, August 1974)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Collective Bargaining, Collective Negotiation, *Democracy, Employer Employee Relationship, *Foreign Countries, *History, Industrialization, Industrial Relations, *Industry, Labor Demands, Labor Legislation, Labor Unions, Politics, Speeches

Identifiers—Industrial Democracy, International Conf Manpower Training Development, *Norway

The development of industrial democracy in Norway is traced by the speaker in introducing an international conference on manpower training and development. As a context for the chain of events to be examined, basic information about Norway is presented: population data, the country's democratic tradition, the history of industrial development, the main organizations in working life (Norwegian Employers' Confederation—N.A.F.—and the Norwegian Federation of Trade Unions—LO), and the labor movement and the founding of the Labor Party by the LO. The speaker describes the processes by which industrial democracy has developed during the past century. (AJ)

ED 101 069

CE 002 802

Cox, Arne

The Personnel Function Today—Trends for the Future.

Pub Date Aug 74

Note—25p.; Address given before International Conference on Manpower Training and Development (3rd, Oslo, Norway, August 1974)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Democracy, *Developed Nations, Employee Attitudes, Employer Attitudes, Em-

ployer Employee Relationship, Foreign Countries, *Futures (of Society), Government Role, Human Engineering, Industry, Job Satisfaction, Labor Unions, Organizational Change, *Personnel Management, Social Change, Socialism, Speeches, *Technological Advancement, *Trend Analysis, Work Environment
Identifiers—International Conf Manpower Training Development, Sweden

The personnel function in industrial society has been marked by crisis, reappraisals, struggles for power, and guilty conscience. The profession is again under pressure; company management often questions its contribution to the solution of strategic personnel matters, while employees and their unions question its values, and wish to place its actions under the control of the employees. The description of the present situation must be based on tendencies toward change which have already had effect. Some of the tendencies which we may observe in action at present and which will influence personnel work in the future include: (1) movement toward a postindustrial society, with industry's principal branch being services and the basic conflict between the capital owner and the worker giving way to conflict between the professional and the layman; (2) movement toward a realignment of power, between the company and society and within companies, prompting considerable personal development on the part of employees and necessitating new company organization; (3) movement toward a more humane technology; and (4) movement toward a more open and more flexible company organization. Personnel officers must become realistic specialists in people, able to analyze values and processes of change in different situations. (Author/AJ)

ED 101 070 CE 002 803

Danielsen, Reidar
Labour Market Policies.
Pub Date Aug 74

Note—13p.; Address given before International Conference on Manpower Training and Development (3rd, Oslo, Norway, August 1974)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Change Strategies, Developed Nations, Employment Problems, Employment Services, Foreign Countries, *Futures (of Society), Government Role, Job Satisfaction, Job Training, Labor Conditions, Labor Demands, *Labor Economics, *Labor Market, Speeches, Subemployment, *Technological Advancement, Unemployed, Vocational Counseling, Vocational Education, Work Attitudes
Identifiers—International Conf Manpower Training Development, Norway

Skilled labor has always been difficult to recruit, and in a tight labor market unskilled, low-paying jobs with low status are also difficult to fill. Recruitment from outside seems necessary to satisfy demands, but migration creates at least as many problems as it solves. The consumption of theoretical training through the university level (a consequence of affluence), produces young people who face a working world with no use for their qualifications. More serious is the number of people waiting to enter working life without being admitted: women, older people, the handicapped, the very young. We must use a different approach to meet a different situation. Working conditions, broadly speaking, job content, and participation become more important and influence turnover and recruitment. The (government) employment service has to adapt itself to conditions on the labor market: consistently surveying available potentials, to give reliable advice to industry; providing entry-level training; and offering vocational guidance, training, and intervention for women. Inpatient rehabilitation for the handicapped is an employer responsibility, but the employment service should devise other training programs for the handicapped who have never been employed. Education and job requirements must be linked. Results depend on employers, actively supported by trade unions. (Author/AJ)

ED 101 071 CE 002 804

Ebeltoft, Arne
Once Again: What Is Organization Development?
Pub Date Aug 74

Note—20p.; Address given before International Conference on Manpower Training and

Development (3rd, Oslo, Norway, August 1974)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Changing Attitudes, *Developed Nations, Employer Employee Relationship, Foreign Countries, Futures (of Society), Human Engineering, *Humanization, Individual Needs, Industrial Education, Industrial Relations, *Industrial Structure, Labor Conditions, *Organizational Development, Psychological Needs, Self Actualization, *Social Change, Speeches, Technological Advancement, Work Attitudes, Work Environment
Identifiers—Industrial Democracy, International Conf Manpower Training Development, Norway

Organization Development (OD), conceived by behavioral scientists to humanize psychological aspects of working conditions which deprive employees of opportunities to develop and utilize their inherent resources, is based on the assumption that human resources can be released if people are given other conditions for work and cooperation. There is no uniform theory or practice, but five areas must be considered for perfect OD, presupposing economic and political conditions encouraging to optimal terms for the organization's internal conditions: (1) Human relationships, or, the cooperation mission. It is naive to start cooperation training without changing the methods by which the leaders have been selected and trained to be competitive and ruthless. (2) Production technology, or, tool modification—largely a question of manipulating "the world of things." An entire industrial culture will have to be eradicated first. (3) Organizational structure, or, flexible work divisions. This issue is inevitably ideological and political. (4) Organizational ideology. For OD, the underlying ideology is person-oriented, the welfare state's breakthrough in the working life. (5) Relationship with external environment. Many believe OD is impossible without extensive changes in society. OD means action which secures for all members of an organization adequate terms for sound and all-round cooperation (participation). (Author/AJ)

ED 101 072 CE 002 805

Qvale, Thoralf Ulrik
Norwegian Field Research Projects in Industrial Democracy.
Pub Date Aug 74

Note—20p.; Marginally legible; Address given before International Conference on Manpower Training and Development (3rd, Oslo, Norway, August 1974)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Adult Education, *Change Strategies, *Democracy, Experimental Programs, Foreign Countries, Horizontal Organization, Industrial Structure, *Industry, Job Training, National Programs, *Organizational Change, *Pilot Projects, Research, Speeches
Identifiers—Industrial Democracy, International Conf Manpower Training Development, *Norway

The Industrial Democracy Programme (IDP) of Norway seeks to create conditions for a self-supporting change process in industry, rather than implementing a ready-made model, believing that it is more valuable for employees to learn to change their organization than for the specific solution to be found. The central problems, therefore, have been to build up involvement, commitment, and competence in the work-force, so that the responsibility or "ownership" of the project is taken over by those affected by the changes. The strategy has been to work through the existing (management and union) power structure, to set up a limited (in time and space) experiment or demonstration in a shielded area, and let the "force of the example" be the dynamic factor in the diffusion process in the whole plant. To make the first step toward experimenting with new forms of work organization and job design, establishing autonomous work groups has been quite effective. (Before dealing with implications, the speaker describes fairly concretely two cases from projects in which IDP has been involved.) The autonomous work group system has to be combined with training and supported by a system of resource persons or departments able to contribute in joint problem solving. (Author/AJ)

ED 101 073

Skard, Oyvind
Training of Adults in a Developed Society.
Pub Date Aug 74

Note—15p.; Address given before International Conference on Manpower Training and Development (3rd, Oslo, Norway, August 1974)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Adult Education, Developed Nations, Educational Finance, *Educational Needs, Educational Philosophy, *Educational Planning, Foreign Countries, Futures (of Society), Job Skills, Labor Market, National Programs, Public Education, Public School Adult Education, School Industry Relationship, Speeches, Trainers, Training, Vocational Education

Identifiers—International Conf Manpower Training Development, Norway

Economic growth and the welfare state have lengthened initial obligatory education; specialization is postponed; general education widens. Nevertheless, many youths in industrialized Europe leave school for work at 16; losers in the generalized school, they resist further learning. Schools should provide a variety of learning situations, and work experience should be given equal competence with academic learning. Where learning has been pleasant, adult education can be effective in achieving greater democratization and equality—whose forms must be decided by political authorities, not educationalists. For adults, the closer the connection between learning and living or working, the more effective the education. The trainer's task is arranging a work situation which makes informal learning go on all the time. A close cooperation between the school and the world of work will be necessary for both, and their integration must be carried out at the local level. Adult education will necessitate changes in work organization, to offer sufficient scope for learning and personal development. Co-determination, however, will have to take place within the general aim and framework of the management process. Equal opportunities can only be achieved within a total system which is a common responsibility, supported by the whole nation's financial resources. (Author/AJ)

ED 101 074 CE 002 807

Thorsrud, Einar
Development and Utilization of Human Resources;
A General View.
Pub Date Aug 74

Note—13p.; Address given before International Conference on Manpower Training and Development (3rd, Oslo, Norway, August 1974)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Bureaucracy, Change Strategies, Cooperative Planning, Democracy, Developed Nations, Educational Needs, Foreign Countries, *Futures (of Society), *Humanization, Industrial Structure, *Industry, *Organizational Change, Participation, Social Change, Social Values, Speeches, *Technological Advancement

Identifiers—Industrial Democracy, International Conf Manpower Training Development, Norway

Participation in industrial change is a hot issue in countries experiencing rapid social change. Major problems include the number of large, highly centralized organizations; people's changing values; work-education and industrial-welfare gaps; the absence of forms to replace unacceptable authoritarian control; the effects of electronic information and communications systems; the bureaucratization of trade unions and professional associations; and the development of "specialist power." We face the colossal task of redesigning major parts of the industrialized world, to set in motion the learning and development process that may spring us from our self-created trap. First, one technology cannot any more be taken as given; second, we must debureaucratize the work organizations and their interrelated institutions. Modern technology makes possible much smaller, simpler, and efficient factories, superior in social terms; they require changes in our basic ideas of work and education. To prevent technological and economic planning from taking precedence over social criteria, a participative

design process must take place, in which the roles of specialists are changed. It is possible to choose between basically different forms of work organization. (Author/AJ)

ED 101 075 CE 002 808

Fillmore, Emery H.

Goals and Objectives for Pupil Personnel Services. And: Career Planning Survey; Student Booklet. Huntington Beach Union High School District, Calif.

Pub Date 74

Note—87p.; A report from Westminster High School; Not available in hard copy due to poor reproducibility of original document

EDRS Price MF-\$0.76 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—Behavioral Counseling, Behavioral Objectives, *Counseling, *Counseling Effectiveness, *Counseling Goals, *Counseling Programs, Counseling Services, Educational Accountability, Educational Counseling, Guidance Objectives, Individual Counseling, Job Satisfaction, Objectives, Program Evaluation, Questionnaires, *Secondary Education, Secondary School Counselors, Senior High Schools, Vocational Counseling

The pupil personnel services unit goals and student objectives set down in the booklet were produced by one California high school's counseling staff in order to comply with a State legislative mandate for accountability. Behavioral objectives have been set in five domains: the educational, the social/personal, career development, the consultative, and job satisfaction. The booklet is comprised of one-page forms designed to facilitate the planning and the evaluation of the achievement of each objective. The unit goal, the specific objective, the indicator, an evaluation grid, and a space to record a "work plan" are provided on each form. A brief implementation plan is outlined, and a flow chart related to objectives connected to questions in a career planning survey is given. The career planning survey (a student questionnaire), designed to help counselors meet the student's needs, is included in the document. (AJ)

ED 101 076 CE 002 810

Discussion Guide. Education: To Make a Life, To Make a Living.

Education Commission of the States, Denver, Colo.

Pub Date Jun 74

Note—22p.; Annual Meeting of the Education Commission of the States (Miami, Florida, June, 1974)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Career Education, *Citizenship, Curriculum Development, Daily Living Skills, Educational Accountability, Educational Finance, Educational Improvement, *Family Life Education, *Guides, Leaders Guides, Program Development, Social Life, Student Needs, Systems Approach, *Vocational Education

Identifiers—*Discussion Guides

The discussion guide is a compilation of questions and background information, directed to educational planners and related to three major areas of concern: Education for Citizenship, Education to Make a Life, and Education to Make a Living. Education for Citizenship presents a list of general questions of a philosophical nature, followed by questions related to the setting of goals, curriculum content, quality of education, and accountability in citizenship education and preparation. An overview of problems of daily living, major questions concerning daily living experiences, a conceptual framework for enhancing the quality of life, and discussions of issues related to the response of the education system to education for daily living experiences and basic assumptions are presented under the heading of Education to Make a Life. Education to Make a Living, the lengthiest portion of the guide, presents general questions pertaining to career preparation and questions on the topics of social needs, student needs, institutional and system response, a system organization to meet career needs, financing education for careers, accountability for effective career development, and program development in education for careers. (NH)

ED 101 077 95 CE 002 811
Career Education Resource Laboratory. Final Report.

Eastern Illinois Univ., Charleston. Center for Educational Studies.

Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.; Illinois Research and Development Coordinating Unit, Springfield.

Pub Date Jun 74

Note—54p.

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—*Career Education, *Community Surveys, Data Collection, *Educational Coordination, Elementary Education, Junior High Schools, Resource Centers, *School Surveys, Secondary Education, Tables (Data)

Identifiers—Eastern Illinois School Development Council, *Illinois

School administrators, teachers, parents, and students in schools belonging to the Eastern Illinois School Development Council were surveyed to determine the need for a career education resource laboratory as a vehicle for coordinating an area career education program, K-12. The opening summary briefly describes the objectives of the project, the procedures followed, and the primary conclusion, based on an average 81 percent positive response from the various groups out of a 64.6 percent return that a need and desire exist for such a center. Described in more detail in the body of the report are: the problem area toward which the project was directed (a system for preparation and distribution of relevant career information); the five goals of the project; the general project design and procedures; and conclusions, implications, and recommendations. A seven-item bibliography concludes the report. More than half of the document consists of appendices devoted to a survey overview and separate summaries of the survey's five areas: business and industry, fourth and eighth grade students, eleventh grade students, school staff, and parents. Data on responses to the surveys are tabulated and their implications discussed. The questionnaires are also included, with samples of covering letters. (NH)

ED 101 078 CE 002 812
Report on Discussions of the Task Force on the Manpower Distribution Project of the National Health Council.

National Health Council, New York, N.Y.

Spons Agency—National Institutes of Health (DHEW), Bethesda, Md. Bureau of Health Manpower Education.

Report No.—DHEW-NIH-73-484

Pub Date Jan 73

Note—43p.; Task Force Meeting (Memphis, Tennessee, January 1973)

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Community Involvement, Demonstration Projects, Evaluation Criteria, Geographic Distribution, Guidelines, *Health Needs, *Health Occupations, *Health Programs, *Manpower Needs, Manpower Utilization, National Programs, Site Selection, *Special Health Problems

Twenty-six health manpower experts met to: (1) recommend criteria for selecting proposals for local/regional demonstration projects; (2) recommend criteria for selection of areas or sites in which to implement demonstration projects, and (3) develop guidelines for a national program to involve the health professions in alleviating the problem of maldistribution of health personnel. An introduction summarizes the purpose, objectives, composition, and meeting procedure of the task force. An extensive review of health manpower maldistribution, scarcity areas, and the results of efforts to correct maldistribution are reviewed in section 1, A Perspective of the Problem. Section 2, Guidelines for Local/Regional Demonstration Programs, describes the task force's proposed guidelines for projects; criteria for selection of sites; the role of interested community groups and the National Health Council (NHC) in planning demonstration projects; and discussions of modifying the selection and training of personnel to encourage service in scarcity areas and more effective utilization of existing manpower. Section 3, Recommendations for the Program at the National Level, explains the four types of roles suggested for the NHC by the task force. Appendices on task force members, the agenda, participants, and public expectations of health delivery in scarcity areas conclude the document. (NH)

ED 101 079 CE 002 813

Moore, Elizabeth V.

Orientation to Health Occupations: A Teacher's Guide.

New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.

Pub Date Dec 72

Note—89p.

EDRS Price MF-\$0.76 HC-\$4.43 PLUS POSTAGE

Descriptors—Audiovisual Aids, *Course Content, Course Objectives, *Curriculum Guides, *Health Occupations Education, Junior High Schools, Occupational Clusters, Post Secondary Education, Secondary Education, Units of Study (Subject Fields)

The teacher's guide to Orientation to Health Occupations is an outline for a course designed to create student awareness of the broad range of health occupations. It can be adapted for use at the junior high school through postsecondary levels and is designed to be used in a variety of ways. There are 18 units of instruction, each containing one cluster in which several related occupations are presented. Several audiovisual materials are suggested for each unit, to be selected by the teacher with the particular student group in mind. Objectives of the course are outlined, followed by the units, which are organized under the headings of hours, content, instructor's activities, students' behavioral activities, and references. The 18 clusters are: an overview, administration, patient care, dentistry, medical laboratory, health office occupations, medical diagnostic equipment, dietary occupations, social service, drug therapy, rehabilitation, communication skills, special senses, research science, community and environmental health, other occupations, hospital financing, and supportive occupations. (Author/NH)

ED 101 080 CE 002 814

Handbook for Teachers of Adults.

North Texas State Univ., Denton. Coll. of Education; Texas Education Agency, Austin. Div. of Adult and Continuing Education.

Pub Date Aug 74

Note—59p.

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—*Adult Education, English (Second Language), *Guidelines, Student Attitudes, Student Characteristics, Student Evaluation, *Student Needs, Teacher Developed Materials, *Teacher Guidance, Teacher Improvement, *Teacher Orientation

Identifiers—*Texas

Developed by an experienced group of Texas adult education teachers, the handbook deals with basic information on certain aspects of adult education important to the orientation of new teachers and useful for all teachers. Section 1, briefly considers adult education laws in Texas, definitions used in adult and continuing education, enrollment eligibility, teacher preparation, and the organizational structure of adult education, and outlines required report forms and their completion. The longest section of the document, Section 2, is intended to help the new teacher understand the needs, learning habits, and attitudes of new learners and his responsibilities as their teacher. Characteristics of adult learners, behaviors affecting black-white relationships, and methods of assessing the needs and evaluating the progress of adult learners are described. Methods of motivating the adult learner and qualities inherent in the good adult education teacher are discussed. Questions that teachers should ask their director; procedures and a checklist for evaluating materials; the Gunning Formula to determine adult reading grade level; the learning environment; General Educational Development Program; and teaching English as a second language are also discussed. A 12-item bibliography is appended. (NH)

ED 101 081 CE 002 818

Aircrew Survival Equipmentman 3 & 2; Naval Training Command Rate Training Manual.

Naval Training Command, Pensacola, Fla.

Report No.—NAVTRA-10358-E

Pub Date 73

Note—422p.; Photographs will not reproduce well

Available from—Navy Training Publication Center, Millington, Tennessee (Stock ordering No.: 0502-051-7910)

10 Document Resumes

EDRS Price MF-\$0.76 HC-\$20.94 PLUS POSTAGE

Descriptors—*Aircraft Pilots, *Equipment Maintenance, *Flight Training, Instructional Materials, *Manuals, Military Training, Safety Equipment, Technical Education

Identifiers—*Parachutes, Survival Equipment

The training manual is one of a series prepared for enlisted personnel of the Regular Navy and the Naval Reserve who are training for performance proficiency and studying for advancement in the Aircrew Survival Equipmentman (PR) rating. The illustrated and indexed manual focuses on the personnel parachute and other related survival equipment. Instruction covers the following areas: (1) parachute inspection and familiarization; (2) work center arrangement; (3) parachute packing and rigging; (4) assemblies for NC-3, NB-11, NES-16A, and MBEU parachute types; (5) automatic parachute actuators; (6) parachute maintenance and repair; (7) sewing machines, (8) fasteners; (9) helmets and oxygen masks; (10) aircrew personal protective equipment; (11) liferafts and equipment; (12) carbon dioxide; (13) safety belts, shoulder harnesses, and helicopter rescue devices; (14) oxygen and related components; (15) rigid seat survival kits; and (16) NES-8B and drogue parachute assemblies. (MW)

ED 101 082 CE 002 820

Andrews, Grover J.

The Continuing Education Unit: A New Kind of Credit for Higher Education Continuing Education.

Pub Date [74]

Note—34p.; Paper presented at the Summer Seminar on Academic Administration (Baylor University, Waco, Texas, July 1974)

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Academic Records, *Adult Education, Credits, Educational Administration, *Educational Change, *Educational Development, Educational Needs, *Higher Education, Measurement, Models, *Noncredit Courses, Post Secondary Education, Recordkeeping, Student Records

Identifiers—CEU, *Continuing Education Unit

The Continuing Education Unit (CEU) has come into the American higher education scene as a relevant response to public needs. The need for some kind of measurement for noncredit continuing education was established at a nationwide conference. The CEU-10 contact hours of participation in an organized continuing education experience under responsible sponsorship, capable direction, and qualified instruction—can be used in many ways in many areas, from measurement to participation recognition and from adult liberal education to professional continuing education. Administrative standards need to be established to ensure discriminating use of the CEU. The National Task Force on the CEU detailed such requirements, and the College Commission of the Southern Association of Colleges and Schools' adoption of the CEU furthered the establishment of standards. (Some workshop materials and organizational models are included in the paper to facilitate understanding of the CEU's proper application.) Implementation of the CEU while acknowledging its strengths and weaknesses is one response higher education can make to the need for ensuring quality of results and equality of access. (AG)

ED 101 083 CE 002 821

Turner, William L.

A Statement on the Philosophy, Development, and Adoption of the Continuing Education Unit.

Pub Date 19 Sep 74

Note—13p.; Speech presented at an invitational Statewide Conference on the Continuing Education Unit (Springfield, Illinois, September 1974)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Academic Records, *Adult Education, Credits, Educational Administration, *Educational Change, *Educational Development, Educational Needs, *Educational Philosophy, Measurement, *Noncredit Courses, Recordkeeping, Student Records

Identifiers—CEU, *Continuing Education Unit

The CEU (continuing education unit) appears to be fulfilling a long term need of the individual learner, the college and university, the professional society, the licensing board, the accrediting

organization, the employer, and many other groups. It was established by a national task force from the National University Extension Association following a national planning conference and may be used in a variety of ways: measurement, recording, and verification of adult participation in programs, among others. Administrative concerns regarding the CEU focus on the number of units to be granted, the educational merit of the program, the evaluation of the participant's performance in the program, and the maintenance of relevant records. There are many possible applications of the CEU, and some areas in which its application is not appropriate. Discrimination in its use must be employed. Implementation of the CEU was facilitated by its adoption by the Commission on Colleges of the Southern Association of Colleges and Schools in December 1971. The association has developed guidelines for use and implementation of the CEU for institutional membership. Large potential users of the CEU are professional societies and associations, business, industry, labor, and government. (AG)

ED 101 084 CE 002 822

Carr, Maxine

A Comparison of Public School Teachers' and University Students' Attitudes Toward Career Education.

Pub Date May 74

Note—33p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Attitude Tests, *Career Education, Changing Attitudes, *Fundamental Concepts, Negative Attitudes, Practicums, Student Attitudes, *Surveys, *Teacher Attitudes, *Teacher Education

Identifiers—Florida

The requirements of career education hit practicing teachers in Florida long before universities began to indicate an interest in their dilemma. Since career education is a concept that can potentially alter teaching strategies and emphases, the study proposed to assess the present attitude toward career education concepts of a group of public school teachers and of a sample of university students in the process of being trained for public teaching positions. The results indicate a significant difference in the two populations. Undergraduate students were more favorable toward career education than the public school teachers. This difference raises questions about attitudinal changes of teachers and about occupational awareness before entering the teaching field. An investigation of these questions by education departments within universities is needed due to the trend toward continual, life-long education in our present society. Data for this study were obtained through administration of the "Career Education Survey" and were analyzed by multivariate, the survey instrument and a table representing the component analysis are appended to the document. (Author/AJ)

ED 101 085 CE 002 823

Gourley, Frank A., Jr.

Engineering Technology in the North Carolina Community College System.

North Carolina State Board of Education, Raleigh, Dept. of Community Colleges.

Pub Date Mar 73

Note—35p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Accreditation (Institutions), Career Opportunities, *Community Colleges, Curriculum, Educational Needs, *Educational Programs, Employment Opportunities, Engineering Education, *Engineering Technicians, *Engineering Technology, Interprofessional Relationship, Post Secondary Education, Professional Continuing Education, Technical Education

Identifiers—North Carolina

The booklet has been prepared to aid institutional personnel and others in publicizing the opportunities in engineering technology in North Carolina. With the expansion of industry in North Carolina there is a need for engineering oriented technicians. In relation to this need the document discusses the opportunities available for the engineering technician in North Carolina, the relationship of the engineering technician to the engineer, engineering technology curricula in North Carolina, educational experiences required for the engineering technician, continuing education

possibilities for the engineering technician, job opportunities for the engineering technician, and accreditation of engineering technology programs. Four appendixes list engineering technology curricula, institutions in North Carolina offering engineering programs (by curriculum), suggested minimum admission requirements for candidates for engineering technology programs, and a resource list of additional information on engineering technologies. (BP)

ED 101 086 CE 002 824

Gourley, Frank A., Jr.

Growth of Enrollments in Post-Secondary Education in North Carolina: (1960 and 1968).

Pub Date 70

Note—89p.; Abstracted from a Master's Thesis, North Carolina State University

EDRS Price MF-\$0.76 HC-\$4.43 PLUS POSTAGE

Descriptors—Community Colleges, Educational Assessment, *Educational Programs, Enrollment Rate, *Enrollment Trends, *Post Secondary Education, State Surveys, *Student Enrollment, Tables (Data), *Vocational Education

Identifiers—*North Carolina

The study sought to present information on student enrollment in North Carolina for the years 1960 and 1968 in all types of postsecondary education designed to prepare persons for employment. The study included enrollment information for apprenticeship programs and public, private, and proprietary institutions providing postsecondary education. Data were gathered for the study through the administrative agencies responsible for the approval of the various educational programs. Data are presented and discussed to provide an overview of the enrollment in postsecondary education, occupational education, proprietary education, apprentice programs, manpower development training programs, enrollment by county location of community colleges, and the effect of the community college system on occupational and academic education. Two major trends found were: (1) an overall increase in enrollments in academic and public occupational education, and (2) an increase in educational institutions and occupational education programs. Appended to the document is a three-page bibliography, definition of terms used, and the data gathered, presented in table form. (BP)

ED 101 087 CE 002 825

Gourley, Frank A., Jr., Comp.

Occupational Safety and Health Curriculum Manual.

North Carolina State Board of Education, Raleigh, Dept. of Community Colleges.

Pub Date Jun 73

Note—88p.

EDRS Price MF-\$0.76 HC-\$4.43 PLUS POSTAGE

Descriptors—Community Colleges, Course Descriptions, *Curriculum Development, Curriculum Guides, Curriculum Planning, *Educational Programs, *Health Occupations Education, *Manpower Development, Manpower Needs, Professional Continuing Education, *Safety Education, Technical Occupations

Identifiers—North Carolina, *Occupational Health

With the enactment of the Occupational Safety and Health Act of 1970, the need for manpower development in the field of industrial safety and hygiene has resulted in the development of a broad based program in Occupational Safety and Health. The manual provides information to administrators and instructors on a program of study in this field for the community college system of North Carolina. Included in the document is information on student recruitment, instructional resources, equivalent course work, curriculum purpose, job descriptions, and the four curriculum levels for use in the development of courses (24 required courses, 11 occupational safety and health technology electives, and 8 social science electives). Further information includes a brief course description; prerequisites needed; required class, laboratory, and credit hours; major course divisions; and suggested resource materials. (BP)

ED 101 088 CE 002 826

Franklin, Billy J.

An Evaluation of Occupational Education as Seen by Occupational Education Instructors: North Carolina, FY 1973.

Spons Agency—North Carolina State Advisory Council on Vocational Education, Raleigh.
Pub Date 73
Note—118p.

EDRS Price MF-\$0.76 HC-\$5.70 PLUS POSTAGE

Descriptors—Community Colleges, Educational Objectives, High Schools, Junior High Schools, Post Secondary Education, Program Development, *Program Evaluation, Questionnaires, Research Methodology, Secondary Education, *State Surveys, *Teacher Attitudes, Technical Institutes, *Vocational Education, *Vocational Education Teachers

Identifiers—*North Carolina

To determine perceptions of occupational education programs held by occupational education instructors in North Carolina, a random sample of 48 instructors at the junior high and high school level and another 48 from the community college and technical institute level were selected from each educational district. In each group of 48, 40 received questionnaires, 3 were interviewed, and 5 comprised a replacement pool. A questionnaire survey and an interview schedule were constructed. The data from those instruments determined that most occupation education instructors have bachelor's degrees; about half have taught in the field five years or less. The instructors define the major goal of their programs to be the transmission of job related skills and consider the goal is generally being achieved. Enrollment in their programs is increasing, materials and equipment provided are adequate, and local program directors were sources of greatest support. Safety practices were emphasized more, and citizen advisory groups were more commonly employed at the community college/technical institute level. A majority of both levels of instructors felt a need for program changes and professional development programs. Barriers to program development were felt to be finances and administration/organization. (The questionnaire and the interview schedule are appended.) (AG)

ED 101 089 CE 002 828

Schiavone, Geraldine R. S.
Inactive Health Personnel Project: Final Report.
New Jersey State Dept. of Health, Trenton.
Pub Date 69
Note—138p.

EDRS Price MF-\$0.76 HC-\$6.97 PLUS POSTAGE

Descriptors—Data Analysis, Data Collection, *Employment Potential, *Employment Problems, *Health Personnel, *Nurses, *Personnel Needs, Questionnaires, *State Surveys, Statistical Data

Identifiers—*New Jersey

The Inactive Health Personnel Project, conducted by the New Jersey Department of Health in 1967, had as objectives to increase the supply of health manpower by locating health personnel and promoting their active employment; to develop the details of health personnel needs by category of personnel and geographic area; and to assist in the return of as many health personnel as possible to active employment. Professional nursing appeared to be the area of greatest need and served as the project's focus. Data were gathered from questionnaires received from 63 percent of the total sample population of 11,490 licensed, inactive professional nurses in New Jersey. Common blocks to employment were low salaries, lack of part-time employment opportunities, need for refresher courses, and lack of child care facilities. Most of the respondents indicated a preference for part-time work in a hospital setting. Twelve recommendations were made toward solving the problems cited by the inactive nurses, expanding the data collection subjects, and initiating programs. A variety of activities followed: conferences, meetings, and additional surveys. (Approximately 100 pages of the document contain appended pertinent data including the survey form, raw data, followup correspondence, and related survey forms.) (AG)

ED 101 090 CE 002 829
Marital and Family Characteristics of Workers, March 1974.

Bureau of Labor Statistics (DOL), Washington, D.C.
Pub Date Mar 74
Note—5p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Employment Patterns, *Employment Statistics, *Employment Trends, Heads of Households, *Labor Force, *Marital Status, Tables (Data), Working Women

The Special Labor Force Report shows a substantial rise in the labor force participation rates of married women and single and divorced persons. Also explored is the downward trend of married men (55 years old or over) as members of the labor force. This decline was due mainly to early retirements and to some extent to a rising incidence of reported disability. The report notes a rise in the labor force participation of multiple worker families but not of women heads of households. These findings were compiled from the annual nationwide survey of marital and family characteristics of workers in the population 16 years old and over. Appended to the report are statistical tables and charts. (BP)

ED 101 091 CE 002 833

Ward, Dale E., Ed.

Careers: A Directory of Vocational and Technical Training Resources in Oregon.

Oregon Commission on Career Education.

Pub Date 73

Note—96p.; A cooperative project of the public and private vocational, technical and counseling resources in Oregon

Available from—Graphic Arts Center, 2000 N. W. Wilson Street, Portland, Oregon 97209 (\$1.95)

Document Not Available from EDRS.

Descriptors—*Career Choice, Career Education, Career Opportunities, Career Planning, Directories, Employment Opportunities, Job Application, *Occupational Choice, Occupational Guidance, Occupational Information, *Self Evaluation, *Vocational Development, *Vocational Education

Identifiers—*Oregon

Careers is a publication which presents a systematic approach to the selection of a career and occupation, stressing the belief that launching a career begins with self-appraisal, continues with career selection and job training and concludes with job entry. It is a step-by-step outline of the way to find the right job and where to obtain the training needed. Step 1—Getting to Know Yourself—is a personal inventory in terms of work, education, and hobbies. Each of these areas is analyzed in terms of identifying job related abilities. Step 2—Picking the Right Career—lists job descriptions with reference to the present Oregon labor market, aptitudes, attitudes, and abilities needed, the Oregon employment outlook, training needed, and locations for the necessary training. In step 3—Choosing the Right Training School—general information, admission policy and procedures, programs, student services, and location are discussed for 16 training programs. A directory of vocational training programs in Oregon is included. Finally the fourth step is discussed—Getting the Job You Want. Information includes what a resume should contain and how to prepare for a good interview. The nine appendices provide additional information related to the process of career selection. (BP)

ED 101 092 CE 002 834

Career Development in Nevada: Goals and Objectives, a Working Guide.

Nevada State Dept. of Education, Carson City.

Pub Date Jun 74

Note—27p.; For related documents, see ED 078 207 and CE 002 835; The artwork has been retyped and altered manually where necessary to improve legibility

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—*Career Education, *Curriculum Development, Curriculum Planning, *Educational Objectives, Elementary Education, Goal Orientation, *Instructional Systems, Secondary Education, State Programs, *Statewide Planning

Identifiers—*Nevada

The document represents a conceptual approach through which the application of proven and experimental ideas and practices can be formalized into a total instructional system for all grade levels. The concept points to the need for change in organizing and teaching for living in the real world. The second in the series, the document provides goals, subgoals, and objectives as a framework for the development of a career education curriculum. It is intended to provide a logical goal structure to be used in Nevada's

school systems in designing career education learning experiences. The material is designed to help curriculum planners (administrators and teachers) as they develop plans for the implementation of a school career development program. (Author/MW)

ED 101 093 CE 002 835

Career Development in Nevada: Organizing for Instruction.

Nevada State Dept. of Education, Carson City.

Pub Date Jun 74

Note—19p.; For related documents, see ED 078 207 and CE 002 834

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Career Education, *Curriculum Development, Educational Objectives, Elementary Education, *Guidelines, *Instructional Design, Instructional Systems, Program Planning, Secondary Education, Statewide Planning, *Teaching Procedures

Identifiers—*Nevada

The third in a series of documents reflecting the development of a comprehensive career education plan for the State of Nevada, the publication provides direction for schools seeking to set up an instructional framework for a sound and comprehensive career education program. It suggests a variety of approaches utilizing the abilities and resources of many teachers, along with suggestions for organizing various instructional modes for effective teaching and learning. Career education instruction guide components, the steps for assigning school objectives, writing classroom objectives, and developing instructional guides based on them are detailed in the document. Selecting and grouping occupations within career families and relating the career family in school, home, community, and work-place are topics also touched on. (Author/MW)

ED 101 094 CE 002 836

Vocational-Technical Education Facts; 1973.

Maryland State Dept. of Education, Baltimore. Div. of Vocational-Technical Education.

Pub Date 73

Note—35p.; Document is not available from EDRS because of poor reproducibility of the original

Available from—Maryland State Department of Education, Div. of Vocational-Technical Education, P. O. Box 8717, Baltimore-Washington International Airport, Baltimore, Maryland 21240

Document Not Available from EDRS.

Descriptors—Adult Education, *Educational Programs, Enrollment, Federal Aid, Post Secondary Education, Secondary Education, State Programs, *Technical Education, *Vocational Education

Identifiers—*Maryland

The Division of Vocational Technical Education of Maryland is answering the job challenges of tomorrow with vocational-technical programs for the students of today. The current status of vocational education in Maryland is discussed in terms of educational need, program development, and an explanation of the allocation of Federal funds. Supporting data for Fiscal Year 1973 is presented in tables and diagrams illustrating facets of vocational-technical programs at all levels, enrollment, allocation of funds, program completions, and teacher training. (BP)

ED 101 095 CE 002 837

Kishwaukee Manpower Inventory.

Kishwaukee Coll., Malta, Ill.

Spons Agency—Manpower Administration (DOL), Washington, D.C. U.S. Employment Service.

Pub Date 71

Note—61p.; The artwork has been retyped and altered manually where necessary to improve legibility

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—Data Collection, *Employment Opportunities, Employment Potential, Employment Projections, *Employment Statistics, *Human Resources, *Manpower Needs, Questionnaires, Spanish Americans, Spanish Speaking, Statistical Data, *Statistical Surveys, Tables (Data)

Identifiers—DeKalb County, *Illinois, Manpower Research, Rochelle Township

Kishwaukee College conducted a survey of DeKalb County and the Rochelle Township High School District in Illinois during July and August 1971 which (1) determined the area's current and potential manpower resources; (2) identified and described the settled-in Spanish speaking population of the area; (3) determined the area's existing and potential employment opportunities; (4) identified area resources capable of providing for training needs; and (5) provided information to the Illinois Employment service regarding personnel available for work, job opportunities, and projected employment needs. Three phases of the survey were conducted: (1) a mailing of multiple copies of a manpower questionnaire to the 26,740 households in the area (20 percent response), (2) interviewing 1,203 individuals ages 16 to 65 in 566 randomly selected area households, and (3) interviewing 95 randomly selected area farmers. Thirty-six tables and 19 figures present the results of the data gathered. Detailed information is presented relating the many variables considered. A narrative presentation draws out of the tables selected items for comment and explains some of the figures. The survey questionnaires are included in the appendix. (AG)

ED 101 096 CE 002 838
Labour Force and World Population Growth. Bulletin of Labour Statistics.

International Labour Office, Geneva (Switzerland).

Pub Date 74

Note—51p. Maps are color-coded, a device which cannot be conveyed adequately on microfiche; A 1974 special edition

Available from—International Labour Office, ILO Branch Office, 1750 New York Avenue, N.W., Washington, D.C. 20006 (\$3.35)

EDRS Price MF-\$0.76 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—*Census Figures, *Demography, Employment Projections, *Employment Statistics, *Global Approach, *Labor Force, Population Distribution, Population Growth, Population Trends, *Statistical Analysis, Statistical Data, Statistical Studies, Tables (Data)

Presented in three languages (English, French, and Spanish), the document deals only with the demographic aspects of the world labor force—fully employed, underemployed, and unemployed. It includes employers, salaried employees, self-employed, wage earners, unpaid family workers, members of producer cooperatives, and members of the armed forces. As a general rule, the population figures given in this document have been taken from the United Nations demographic projections brought up to date in 1968; labor force figures correspond to ILO projections. Tables and narrative consider population and labor force figures in the context of urban and rural location, rate of growth, sex, age group, number of dependents, job tenure, and deaths. The situation in 1970 is considered, and projections are made for the year 2000. Probable changes taking place between 1970 and 2000 are also considered. A tentative estimate of the long-term growth of population and labor force by continent concludes the narrative. Additional supportive data are provided in appended tables. A summary is presented in Russian, Arabic, Chinese, Malay, and Swahili. (Much of the document's visual impact is lost in reproduced copies since a color-coding approach was used extensively in the graphics.) (AG)

ED 101 097 95 CE 002 839
Adult Basic Learning in an Activity Center: A Demonstration Approach.

Metropolitan Adult Education Program, San Jose, Calif.

Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Pub Date 26 Mar 71

Grant—OEG-0-70-5164

Note—55p.

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—Adult Basic Education, Adult Education, *Adult Education Programs, Adult Students, Citizenship, *Demonstration Projects, Demonstrations (Educational), Driver Education, Early Childhood Education, Educational Objectives, English (Second Language), Even-

ing Classes, Homemaking Skills, *Learning Activities, Mexican Americans, *Program Descriptions, *Program Evaluation, Records (Forms), Skill Development

Escuela Amistad, an activity center in San Jose, California, is now operating at capacity, five months after its origin. Average daily attendance has been 125 adult students, 18-65, most of whom are females of Mexican-American background. Activities and services provided by the center are: instruction in English as a second language, home development skills program, preschool observation program, driver's education and citizenship classes, upholstery instruction, and a student advisory committee. Some of these are offered as evening classes. Eight goals pertaining to the adult students' personal, social, and family development were established, and several evaluation devices were employed to measure the extent to which goals were achieved. On the whole, results indicated a satisfactory level of achievement. Excerpts from a teacher's evaluation of students in the home development skills program illustrated practical applications for skills learned at the center; excerpts from student comments reflected how the school is affecting their lives. Appended are various forms used in the program. (AG)

ED 101 098 95 CE 002 840
Region VI Adult Education Staff Development Project: Interim Report.

Texas Univ., Austin, Div. of Extension.

Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Pub Date 73

Grant—OEG-0-72-1443

Note—23p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Adult Basic Education, Consortia, *Program Descriptions, *Regional Programs, *Staff Improvement, *Teacher Education, Teacher Improvement

The project provides for a five-State (Texas, Louisiana, Oklahoma, Arkansas, and New Mexico) consortium designed to upgrade competencies of all levels of Adult Basic Education (ABE) personnel. The major points of focus are: establishing bases for higher education; training State Department, university, and local ABE personnel by means of specialized institutes; making consultant expertise available to local ABE programs on a State and regional basis; and providing for technical services to local programs on a State and regional basis. The Division of Extension of the University of Texas at Austin agreed to oversee operations to ensure coordination and avoid duplication of effort. Each State department has designated a contact person for the regional coordinator. Funds were distributed among the participant States, and plans were constructed with the understanding that activities of common interest would be open to participants from all interested States. The major areas of emphasis in project implementation have been: support of higher education for classes and programs for adult education teacher preparation, workshops, and other inservice and preservice training, and support activities. The Region 6 Personnel Accounting and Control System was established to gather information on regional adult education personnel. (AG)

ED 101 099 CE 002 842
A Research and Development Project to Design a System and Supporting Materials, to Provide an Adult Performance Level (APL) in Four Major Sub-Areas for Adult Basic Education.

Texas Education Agency, Austin, Div. of Adult and Continuing Education; Texas Univ., Austin, Div. of Extension.

Pub Date Nov 72

Note—75p. A preliminary report prepared for the Adult Performance Level State Directors Advisory Conference (November 2-3, 1972).

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—Adult Education Programs, *Adult Literacy, Communication Skills, Community Resources, Consumer Economics, *Daily Living Skills, Educationally Disadvantaged, *Educational Objectives, *Educational Research, Functional Illiteracy, Government (Administrative Body), Health, *Identification, Interpersonal Competence, Laws, Occupational Information, Problem Solving, Transportation

In accordance with the national aims for adult literacy programs, an Adult Performance Level (APL) project was devised whose primary goal was to produce sequential tests of APL objectives derived from the requirements of adult living in four major areas: reading, writing, computation, and general knowledge. To document these abilities and skills that minimally performing adults must have and to identify characteristics distinguishing the successful from the unsuccessful functioning adult, field interviews were conducted with 49 individuals in 25 State and Federal agencies and foundations whose work related to minimally performing adults. A nationwide field test was conducted which, together with the earlier interviews and a literature search, enabled project personnel to identify nine general areas in which minimally performing adults must be able to function. Objectives and tasks were assigned to each of the nine areas. The general knowledge areas are: occupational knowledge, consumer economics, health, community resources, government and law, and transportation. Basic skill areas are: communication skills, problem solving techniques, and interpersonal dynamics. (A 10-page bibliography is included.) (AG)

ED 101 100 95 CE 002 843
Adult Student Retention and Achievement with Language-Based Modular Materials. POR FIN: Program Organizing Related Family Instruction in the Neighborhood.

Bexar County School Board, San Antonio, Tex. Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Jul 73

Grant—OEG-0-70-5159(324)

Note—236p.

EDRS Price MF-\$0.76 HC-\$12.05 PLUS POSTAGE

Descriptors—*Adult Education, *Audiolingual Methods, *Audiolingual Skills, *Bilingual Students, Communication Skills, *Curriculum Development, Curriculum Evaluation, Educational Research, Experimental Programs, Instructional Materials, Integrated Curriculum, Language Development, Language Skills, Material Development, Oral English, Research Methodology, *Retention Studies, Social Integration, Tables (Data)

Identifiers—*PORFIN

The goal of the POR FIN research design was to develop a language-based curriculum emphasizing the audiolingual approach and integrating academic and social-functioning subject matter. The modular curriculum is designed so that each lesson is independent and complete in itself, and provides a high degree of motivation, retention, and achievement for the undereducated bilingual adult. The document is divided into three major sections. The first section describes the research methodology employed, the structure of each lesson, and the measurement and statistical devices utilized in the study. The analysis and presentation of the controlled experiment's test results are offered in part 2. Four student performance measurement devices and other variables are described and analyzed to evaluate the POR FIN curriculum. They comprise a passive language and math test, a self-concept rating scale, a language proficiency rating scale, and a social-functioning test. Data from administrator, teacher, and student questionnaires are analyzed. In part 3, results of the study are interpreted. Conclusions reached were that the experimental group achieved better results in the following areas: (1) retention was higher, (2) testing recorded greater achievement, and (3) questionnaires recorded significantly positive reactions. The appendix offers over 100 pages of data analysis and the testing instruments utilized. (MW)

ED 101 101 95 CE 002 845
Fredrickson, Ronald H., Ed. And Others. Massachusetts Guidelines for Guidance Programs in Career Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date Nov 73

Grant—OEG-0-71-4463

Note—83p.

EDRS Price MF-\$0.76 HC-\$4.43 PLUS POSTAGE

Descriptors—*Career Education, Counseling Theories, Educational Objectives, Guidance Functions, Guidance Objectives, *Guidance

Programs, Guidance Services, *Guidelines, *Program Development, School Community Cooperation, School Support, *State Programs Identifiers—*Massachusetts

Committees composed of representatives from major guidance organizations in Massachusetts developed guidelines for counselors to use in assisting teachers, students, administrators, and local citizens in implementing career education in the schools. The guidelines first present the rationale for career education, (defining it and distinguishing it from occupational, vocational, and technical education) and present the rationale for involvement of guidance staff in its implementation. The second section reviews some of the basic theoretical concepts of career development: trait-factor theory, sociological model, developmental theories, personality style, and psychological needs. Nine basic assumptions incorporated into the State guidelines are presented. Five phases describing the framework which may be used to develop a career education program over a period of time are itemized: readiness, awareness, exploration, reality-testing, and confirmation. The third section presents general and specific objectives as they relate to self, world of work, and career planning. Guidance services, discussed in part 4, include counseling, assessment, placement, providing occupational information, curriculum development, and research and evaluation projects. The final section presents implementation strategies in relation to influencing factors. A general bibliography (4 pages) and a list of selected readings (two and a half pages) conclude the document. (AG)

ED 101 102 95 CE 002 846
Performance Level Education for Mental Health: Final Report.

Thresholds, Chicago, Ill.
Spons Agency—Office of Education (DHEW), Washington, D. C. Div. of Adult Basic Education.

Pub Date 73
Grant—OEG-0-71-4403(324)
Note—96p.

EDRS Price MF-\$0.76 HC-\$4.43 PLUS POSTAGE

Descriptors—*Adult Basic Education, Educational Philosophy, Educational Problems, *Educational Programs, Educational Therapy, Emotional Development, *Emotionally Disturbed, Emotional Maladjustment, Mental Illness, Program Development, Projects, Psychoeducational Processes, *Rehabilitation Programs, Self Actualization, *Sociopsychological Services

The purpose of the Thresholds project was to encourage and enable mentally ill and/or emotionally disturbed young adults to utilize educational programs, becoming employable, productive, independent, and responsible community members. Part of the project was concerned with the introduction of teachers into the mental health setting teamed with mental health professionals in a rehabilitative effort. Predicted around two major concepts, completion and success, the program was flexibly constructed and based on the modular concept. During the two-year grant period the following objectives were attempted: (1) to integrate the educational program with the Thresholds rehabilitation program, (2) to develop and test techniques and methodologies, and (3) to establish ties with the community. Problems related to the hiring of qualified teachers and the changing nature of the population were encountered. Volunteer teachers contributed greatly to the program. A manual designed as a guide for structuring basic education programs for former mental patients and emotionally disturbed persons is appended. It concludes a discussion of the conceptual framework, program construction, material selection, and a curriculum section listing courses developed in reading, comprehension, communication, and writing. A student evaluation instrument is also included. (MW)

ED 101 103 95 CE 002 847
McClelland, Samuel D.

Project Reach: Annual Report—Year 1. June 1, 1969-June 14, 1970.

Notre Dame Univ., Ind.
Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Jun 70
Grant—OEG-0-9-242165-4405(324)
Note—167p.; For related document, see CE 002 848; Due to nonreproducibility, Appendixes 2 and 4 were deleted

EDRS Price MF-\$0.76 HC-\$8.24 PLUS POSTAGE

Descriptors—*Adult Basic Education, Documentaries, Educational Radio, Educational Television, Enrollment Influences, Film Production, *Instructional Media, *Mass Media, Media Technology, Mexican Americans, Negroes, *Paraprofessional School Personnel, Photography, Program Descriptions, Program Effectiveness, *Publicize, Television Curriculum, Workshops

Project Reach, a Federally funded two-year program at the University of Notre Dame, studied three methods of increasing the scope and effectiveness of a local adult basic education (ABE) program in St. Joseph County, Indiana. The methods were: (1) a paraprofessional training program for six former ABE students in still photography, color film production, and television technique, (2) development and production of media materials by the paraprofessionals for a county broadcast enrollment campaign, and (3) exploring and experimenting with various approaches for an effective ABE television curriculum. Thirty-five television/radio community messages, mainly one minute long, were produced during the first year and are included in the appendixes. These messages, interviews with students in ABE classes, reflected student opinion of the program. Eight half-hour documentary films were completed, three of which dealt with Mexican-American problems. Two major workshops were conducted for area ABE teachers and administrators, and the television curriculum approach resulted in the production, "The Job Application." Types of project problems encountered during the first year are discussed. It was recommended that: the second-year program be expanded to 12 paraprofessional trainees; materials be tested for effectiveness; more television instructional programs be produced. Appendixes consist of approximately 100 pages. (EA)

ED 101 104 95 CE 002 848

McClelland, Samuel D.

Project Reach: Final Report—Year 2.

Notre Dame Univ., Ind.
Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Jan 72
Grant—OEG-0-70-5157(324)
Note—271p.; For related document, see CE 002 847; Pictures may reproduce poorly

EDRS Price MF-\$0.76 HC-\$13.32 PLUS POSTAGE

Descriptors—*Adult Basic Education, Educational Radio, Educational Television, Enrollment Influences, *Instructional Media, *Mass Media, Media Technology, *Paraprofessional School Personnel, Program Descriptions, Program Effectiveness, *Publicize

The second year of Project Reach, a Federally funded two-year program, pursued two tactics for increasing the adult basic education (ABE) program relevance and effectiveness in South Bend, Indiana: (1) the training/hiring of ABE students as media paraprofessionals, and (2) a media enrollment campaign of various media promotions (television/radio testimonials, newspaper advertisements, and photographs) with a person-to-person canvassing effort. During the second year of the project, objectives were narrowed to a focus on the testing of the direct media production method as a promotion technique for ABE. The concept of direct media placed emphasis on real people telling their unhearsaid, true stories. Project Reach demonstrated that direct media materials produced by paraprofessionals can be a highly effective promotional tool. In view of the significant enrollment increases made in South Bend, the project director recommends the establishment of a national bank of promotional ABE materials, with basic kits designed for specific parts of the country. Approximately half of the document consists of perspectives and interviews of the 14 project participants; another half is appendixes consisting of: enrollment campaign evaluation, participant observation data, interviews with ABE students, and issues of "Reach." (EA)

ED 101 105 95 CE 002 850

Adult Basic Education Communication Skills Institute. June 21, 1971-July 16, 1971; Followup to August 31, 1972. Final Report.

Arizona State Univ., Tempe.
Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date [72]
Grant—OEG-0-71-3499(323)
Note—160p.

EDRS Price MF-\$0.76 HC-\$8.24 PLUS POSTAGE

Descriptors—*Adult Educators, *Adult Reading Programs, Adult Students, Bilingual Students, Communication Skills, Curriculum Development, Disadvantaged Groups, *English (Second Language), Inservice Teacher Education, *Institutes (Training Programs), Interaction Process Analysis, Language Arts, Language Experience Approach, Learning Activities, Lesson Plans, Methods Courses, Reading Materials, Reading Material Selection, *Spanish Speaking, Summer Institutes

The document is a collection of materials related to a four-week summer institute for the training of teachers of disadvantaged and/or Spanish surname adults. The focus of the program was communication skills, primarily the teaching of reading and of English as a second language. A secondary emphasis was on training teachers to develop flexible curricula for the target population. In addition, a week-long interaction analysis workshop was conducted to aid teachers in evaluating teaching effectiveness. A brief introduction indicating the scope of the program is followed by a five-page calendar of activities, an indication of materials and equipment utilized, and an estimated expenditure report. A section on evaluation concludes the main text; it records participants' comments and lists their suggestions for future institutes. The larger part of the document is comprised of appendixes; approximately half of these are such related materials as correspondence, application and evaluation forms, and news releases. Of special interest are the remainders of the appended materials, which constitute a supplement to the syllabus: half-a-dozen sample lesson plans and miscellaneous suggestions; and a 30-page listing of materials useful to the teacher of adults, with a 4-page directory of publishers. (AJ)

ED 101 106 95 CE 002 851

Project BEAM (Basic Education Action Motivation) Final Evaluation Report.

Des Moines Public Schools, Iowa.
Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Pub Date [71]
Grant—OEG-0-71-4396(324)

Note—89p.; Prepared by S & W Consultants, Inc., Nevada, Iowa

EDRS Price MF-\$0.76 HC-\$4.43 PLUS POSTAGE

Descriptors—Adult Basic Education, *Adult Education Programs, *Adult Students, Experimental Programs, Mass Media, *Program Evaluation, Radio, *Recruitment, Scripts, State Programs, Student Enrollment, Television

Identifiers—Iowa, *Project BEAM
Project BEAM, a special experimental demonstration project funded by the Adult Education Act, attempted to motivate undereducated adult Iowans to learn to read, to make the project known, and to make available for nationwide distribution the television and radio materials developed for the project. The two-phase project was conducted from September 4, 1971 to December 31, 1972. The first phase concentrated on recruitment, relying heavily on public service time available on radio and television for announcements to broadcast a toll-free phone number for further class schedule information for the area. Fewer than 80 calls resulted. Coordination of activities proved complex, and the statewide recruitment effort exceeded available funding. The second phase restricted the number of announcements and the geographic area reached. The announcements gave general location, cost, sponsor, title of class, and the phone number. This procedure was more successful. An evaluation in the form of intake and exit interviews was conducted providing data on students' sex, marital status, level of education completed, race, and enrollment influences, but it did not adequately measure and evaluate project objectives. Using radio and television as recruitment and teaching devices proved ineffective. (Appended are raw data and announcement scripts.) (AG)

ED 101 107 95 CE 002 852
Training Project to Assist in the Development of a More Positive Leadership Role for tribal Educa-

tion Committees in the Development and Administration of Reservation Adult Basic Education Program: Final Report.

Idaho State Univ., Pocatello, Coll. of Education, Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date Jun 73
Note—99p.

EDRS Price MF-\$0.76 HC-\$4.43 PLUS POSTAGE

Descriptors—Administrative Problems, *Adult Basic Education, *Adult Education Programs, Adult Leaders, *American Indians, Educational Needs, *Leadership Training, Program Administration, *Program Development, Program Evaluation, Reservations (Indian), Training Objectives

The project was aimed at providing training and consultation to Tribal Education members and reservation adult education personnel so that reservation adult education (AE) programs could be more responsive to local needs. Primary project objectives were established to promote active involvement of the Tribal Education Committee, Tribal Council, and Indian people in setting up responsive AE program objectives in the six participating reservations in Washington, Oregon, Montana, Idaho, and Wyoming. Participant selection procedures are outlined, the roles of project personnel described, and the project management and activity schedule (July 6, 1972-June 2, 1973) are briefly reviewed. A summary and analysis of progress in fulfilling objectives for their individual AE programs is presented from each of the six participating reservations. Both internal and external evaluations of the project concluded that progress was made toward achieving the objectives: interpreting basic educational needs, developing a leadership that was more assertive and aware of services available to them, opening communications between tribal leaders, revitalizing tribal education committees, and finally, establishing confidence in adult education among Indian education leaders. The appendix offers a list of participating agencies, the selection model, evaluation forms, the activities plan, summaries of objectives, and a list of project personnel. (MW)

ED 101 108 CE 002 853

Campbell, John L. O'Toole, Richard
Work Adjustment: A Dynamic Rehabilitation Process.

Vocational Guidance and Rehabilitation Services, Cleveland, Ohio.

Spons Agency—Social and Rehabilitation Service (DHEW), Washington, D.C. Div. of Research and Demonstration Grants.
Note—129p.

Available from—Vocational Guidance and Rehabilitation Services, 2239 East 55th Street, Cleveland, Ohio 44103 (\$2.00)

EDRS Price MF-\$0.76 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—Adjustment Problems, Counselor Functions, *Handicapped, Job Skills, Labor Force Nonparticipants, Normalization (Handicapped), *Rehabilitation Programs, *Sheltered Workshops, *Vocational Adjustment, *Vocational Counseling, Vocational Education, Vocational Rehabilitation, Vocational Training Centers, Work Attitudes

All major types of disabilities were represented in the Work Adjustment Program at the Cleveland Vocational Guidance and Rehabilitation Services (VGRS). During the five year project it successfully placed in competitive employment three-fourths of the 300 clients who had previously been unemployable and untrainable. The report describes the clients' problems and describes and analyzes the procedures developed for coping with these problems. The data on which the report is based are the behaviors of the clients, the counselors, and other staff members as they interact in the rehabilitation process. The two key factors in the program were the role of the work adjustment counselor and the contract workshop. The report is organized as follows: (1) a description of clients, staff, and workshop, (2) entry into work adjustment, (3) the work adjustment process: goals and techniques, (4) client problems outside the program affecting training and employability, (5) placement and followup procedure, (6) characteristics of a work adjustment counselor, (7) evaluation of the project, and (8) discussion of the VGRS work adjustment

program and subsequent developments in its utilization. Case histories are appended. (MW)

ED 101 109 95 CE 002 854

South Dakota Career Education: Statewide Implementation of K-14 Project of Career Education, Occupational Counseling, and Bridging the Gap Between School and Work. First Interim Report.

South Dakota Career Education Project, Watertown.

Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C. Div. of Vocational and Technical Education.

Bureau No—V361015

Pub Date Sep 74

Grant—OEG-0-73-5291

Note—57p.

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—*Career Education, Decision Making Skills, Educational Coordination, Educational Objectives, Elementary Education, Guidance Counseling, Guidance Services, Instructional Materials, *Program Development, *Program Evaluation, Secondary Education, Self Actualization, Skill Development, State Programs, *Statewide Planning, Work Attitudes Identifiers—*South Dakota

The three year Career Education Program in South Dakota has two major objectives to be accomplished on a Statewide basis: (1) to help all public and private schools in South Dakota implement career education programs, and (2) to provide every student in the State an opportunity to develop self-awareness, favorable work attitudes, and career decision making skills. Outlined are the problem area which generated the program, the program goals and objectives, the procedures followed, and the accomplishment of the project in the areas of: elementary and secondary curriculum guides, a guidance component, information dissemination, inservice workshops, teacher education programs, advisory committees, conferences and visitations, and bibliography development. The detailed independent evaluation of the first year of the program presents assessments of: the progress of the project in its effort to establish a framework for the development of a Statewide program; the impact of workshop and training programs in providing the 50 target schools with the expertise to implement career development models, curricula, and materials; and the guidance component. (Author/BP)

ED 101 110 CE 002 855

Juris, Hervey A. Feuille, Peter

The Impact of Police Unions: Summary Report. National Inst. of Law Enforcement and Criminal Justice, Washington, D.C.

Pub Date Dec 73

Note—27p.; The full report is available from the National Technical Information Service, Springfield, Virginia 22151 (Order No. PB-217 223, HC-\$3.00)

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (Stock No. 2700-00248, \$0.65)

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Administrative Problems, Administrator Responsibility, Administrator Role, Employer Employee Relationship, *Industrial Relations, Interpersonal Relationship, *Labor Unions, Law Enforcement, Negro Organizations, *Police, Policy Formation, Professional Recognition

To assess the impact of police unionism on the operation and administration of police departments, in-depth field surveys of active police unions were conducted in the summer and fall of 1971 in 22 cities where police unions were active. In the summary report the development of police unions is discussed, and the sources and dimensions of union power are outlined. The report examines the impact of police unionism on labor relations, police professionalism, the authority of the chief, and the formulation of law enforcement policy. The growth of black officers' organizations, in both complementary and adversary relationships with existing police unions, is also explored. The study stresses the indirect impact of police unions on such areas as departmental policy-making, citing "the extent to which the police and other chief officials have failed to

take action because of anticipated reactions from the union." The report concludes that, in the formulation of law enforcement policy, "the union, regardless of motivation, was essentially a conservative, reactionary force." Appended to the document is a six-page bibliography. (Author/BP)

ED 101 111 95 CE 002 857

F.O.O.D. for Thought: Focus on Optimal Development of the Child: Intermediate Level. Teaching Activities in Nutrition, Physical and Mental Health, and Learning Abilities.

Durham City Schools, N.C.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 74

Grant—OEG-0-71-3673

Note—104p.; For the guide for primary level, see CE 002 856

EDRS Price MF-\$0.76 HC-\$5.70 PLUS POSTAGE

Descriptors—*Class Activities, Educational Objectives, *Elementary Education, *Health Education, Individual Development, Mental Health, Nutrition, Physical Health, *Resource Units

The booklet suggests 32 classroom and teaching activities for intermediate teachers, grades 4-6, in the four areas of nutrition, physical health, mental health, and developmental skills. The project was developed to show how nutritionists, physical and mental health workers, and learning specialists could assist children and classroom teachers in schools. The activities can supplement academic areas, using the skills of listening, speaking, writing, and computing, and offer approaches which the teacher may match to life experiences in the classroom to extend children's learning. The teaching activities utilize gamesmanship, participation, and student involvement. There are eight concepts in each of the four sections. Each lesson concept has one or more activities, each with a single objective. Steps for the activities, materials, time needed, and comments to teachers on procedures and resources are listed. Lessons may be correlated with spelling, science, social studies, or other subjects; however, each activity is presented so that it may be used individually and so that the teacher can improvise or adapt it for a particular class. (NH)

ED 101 112 CE 002 858

Hoyt, Kenneth B.

Career Education: A Newsletter Series. [Supplemented].

Science Research Associates, Inc., Chicago, Ill.

Pub Date 73

Note—39p.

Available from—Science Research Associates, Inc., 259 E. Erie Street, Chicago, Illinois 60611

Document Not Available from EDRS.

Descriptors—*Career Education, *Newsletters

The booklet opens with a discussion of the four topics used for the 1972-73 Science Research Associates Newsletter: The Concept of Career Education; The Counselor and Career Education; Questions Teachers Ask about Career Education; and The Future of Career Education. The introduction was written: to comment, in retrospect, on how the career education movement has changed since each newsletter was issued; and to answer some basic questions readers have asked about the content of the four issues. Included with the document are four further newsletters: Common Sense About Career Education (Sept./Oct. 73), Seven Secrets to the Success of Career Education (Nov./Dec. 73), Parents and Career Education (Jan./Feb. 74), and Answering the Critics of Career Education (Mar./Apr. 74). (NH)

ED 101 113 CE 002 859

Maddox, James G.

Toward a Rural Development Policy.

National Planning Association, Washington, D.C.

Report No—134

Pub Date Sep 73

Note—29p.

Available from—National Planning Association, 1606 New Hampshire Avenue, N.W., Washington, D.C. 20009 (\$1.00)

Document Not Available from EDRS.

Descriptors—*Federal Legislation, *National Programs, *Policy Formation, *Rural Development, Rural Economics, Rural Education, Rural Environment, Rural Population

The study examines programs aimed at encouraging the economic, social, and cultural development of rural areas; the nature of activities undertaken and results achieved; major provisions of the new Rural Development Act; and directions which future policies and programs should take. A statement by the National Planning Association (NPA) Agriculture Committee on Rural Development Policy opens the document. Chapter 1 discusses the three sources of most problems concerning various rural development programs. Chapter 2 reviews recent rural development activities with emphasis on those since 1960. Chapter 3 outlines rural development accomplishments in the 1960's, noting that a major objective, stemming the tide of urbanization, was less than successful. Chapter 4 provides an overview of the Rural Development Act of 1972 with discussions of financing rural industrialization, coordination of rural development programs, research and extension education, and definitions of rural areas and rural development. Chapter 5, Challenges for the Future, discusses national priorities, six new national initiatives, and presents recommendations. Appended are a description of the NPA and lists of its Agriculture Committee members, officers and board of trustees, and a partial list of NPA publications. (Author/NH)

ED 101 114 **CE 002 860**
High School Workshop Careers in Education Handbook.

National Coll. of Education, Evanston, Ill.
Spons Agency—Bureau of Educational Personnel Development (DHEW/OE), Washington, D.C.
Pub Date 74
Grant—OEG-0-70-4414(726)
Note—37p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—*Career Education, *Educational Objectives, *Secondary Education, *Student Participation, Teacher Education, Teaching Assistants, Training, *Workshops

The High School Workshops in Careers in Education serve as preservice and inservice training experience for high school students, to stimulate their interest and expand their early involvement in careers in education. The major objectives of the workshops are to identify and attract high school students to new insights and dimensions in education through realistic participation in careers in education. The first section of the booklet presents a brief historical development of the workshops and suggestions for starting such a program, touching on accomplishments of the workshops; basic elements for success; roles of schools, teachers or counselors, and students; and recruitment of students. The second section presents suggestions regarding goals and objectives, a time sequence for planning, and preservice and inservice training activities such as tutoring and counseling peers, tutoring at the elementary level, or assisting in a special education center. The third section includes class goals, objectives and ideas used in preservice training; sample activities, assignments, and materials; role-playing situations for inservice training, outlines for pre- and inservice training, and guidelines for tutors; suggestions for evaluation, selected comments made by participating students, and concluding comments about the workshops. (Author/NH)

ED 101 115 **CE 002 861**

Myers, Charles A.
Manpower Policies and the Disadvantaged; A Summary Report on Labor Market Information Systems and the Disadvantaged, with Emphasis on Policy Implications.

Massachusetts Inst. of Tech., Cambridge. Alfred P. Sloan School of Management.

Spons Agency—Manpower Administration (DOL), Washington, D.C.
Pub Date 30 Sep 74
Note—28p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—*Disadvantaged Groups, Employer Employee Relationship, Employment Problems, Employment Services, *Information Systems, Job Development, *Labor Market, *Manpower Development, *Policy

The report highlights policy implications of research conducted on formal and informal labor market information systems and the disad-

vantaged. Policy implications are developed at the end of each of eight sections reviewing studies in the areas of: insurance, an inner-city training program, newspaper ads, the Job Bank system, immigrant labor, criminal participation in an age-work adjustment framework, the early labor market experience of young men, and a special type of disadvantaged, unemployed aerospace engineers. The report concludes with a summary of policy recommendations for the disadvantaged in the areas of: the development of informal information networks; the need for support systems in the internal labor market of firms; the need for help from short-run formal labor market information systems; improved access by way of the Job Bank to available entry level jobs; further immigration to fill low-wage jobs; education and employment opportunities to help young people avoid arrest and imprisonment and better work training programs in prisons; improved employer-designed job enrichment efforts or more demanding first jobs; and, for displaced professionals, improved manpower programs, counseling, and job development. Appendixes list the Massachusetts Institute of Technology and Harvard studies referred to in the report. (NH)

ED 101 116 **CE 002 862**

Opportunity to Increase Effectiveness of JOBS-Type Programs to Be Funded Under CETA.
General Accounting Office, Washington, D.C.

Report No.—B-163922
Pub Date 74
Note—14p.

Available from—U. S. General Accounting Office, Room 4522, 441 G Street, N.W., Washington, D. C. 20548 (\$1.00)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Economically Disadvantaged, *Employment Programs, Federal Legislation, *Federal Programs, Job Training, *On the Job Training

Identifiers—*JOBS Program

The study was made: to review legislation authorizing the Job Opportunities in the Business Sector (JOBS) program and related Department of Labor policies and instructions; to examine records and documents relating to JOBS contracts at both Labor and selected contractors; and to discuss the contracts examined with Labor and contractor officials. Opening sections give background information on changes in the program and discuss, with examples, the need to redefine the target population for JOBS-type programs. Succeeding sections present in detail the need for improvement in the procedures for certifying eligibility of prospective trainees and the need to discontinue the use of occupational skill levels for determining length of training. The report recommends that the Department of Labor ensure that prime sponsors who carry out JOBS-type programs under CETA (Comprehensive Employment and Training Act of 1973) limit training to disadvantaged individuals who require costly on-the-job training and supportive services; and provide payments to employers only for the costs of training and supportive services to program enrollees which are over and above those normally provided by the employer. Also, a copy of the report should be sent to all prime sponsors as a case study of problems to be avoided in JOBS-type programs. (Author/NH)

ED 101 117 **CE 002 863**

O'Brien, J. Edwin
Opportunities and Challenges for Women Engineers in Industry.

Pub Date Jun 74
Note—18p.; Paper presented at American Society for Engineering Education Annual Conference on Opportunities for Women in Engineering (Rensselaer Polytechnic Institute, Troy, New York, June 1974)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Changing Attitudes, *Employment Opportunities, *Engineering, *Females, Human Resources, Manpower Needs, Manpower Utilization, Organizational Change, Social Change, *Working Women

There are real opportunities for women in engineering, reflecting demands created by the dramatic rate of change in society. Increasingly complex technology, fast response time, the demands of production and managerial positions, increased levels of education and sophistication of em-

ployees, shifts in motivational needs, and new organizational structures are all factors in the rapidly expanding need for engineers. Women provide a previously untapped resource but are in short supply. Women need to make changes in the areas of: goal setting, competition, and job application skills; men in adjustment to working, or more successful wives. Couples should prepare to resolve conflicts over relocation, travel, and the role of the working mother. Industry needs to change in the areas of: stereotyped attitudes, traditional social conditioning, application of motivational factors, minimizing separations from the industrial climate, participation in more co-op programs, flexibility toward married career couples, closer relationships with universities, and broadened career paths for women. There probably will not be enough qualified women engineers for opportunities existing in the 1970's. Dramatic change in industry and educational institutions must occur if we are to respond realistically to the tremendous opportunities for women engineers. (Author/NH)

ED 101 118 **95** **CE 002 864**

Career Education: Programs & Progress; A Report on U. S. Office of Education Activities in Career Education in Fiscal Year 1973.

Office of Career Education (DHEW/OE), Washington, D.C.
Pub Date Apr 74
Note—30p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—*Career Education, Educational Development, *Educational Programs, Federal Aid, *Federal Programs, *National Programs, State Federal Aid

The three parts of the report on career education activities reflect the three purposes of the report. Part 1, Reviewing the Past, traces the historical development of career education within the Office of Education (OE) from 1968 through 1973. Part 2, Describing the Present, describes the set of criteria developed to separate OE activities into the two categories of comprehensive career education projects and career education support system projects, and provides, in question and answer format, information on the extent and nature of OE support in 1973. Part 3, Career Education: Programs and Futures, presents information on, and the present and projected FY 1974 contributions of, seven specific programs: Research and Training in Vocational Education; Exemplary Programs and Projects; Curriculum Development Program; Vocational Education Personnel Development; Developing Institutions Program; Cooperative Education Program; and the Aid to States Program. Program summaries concentrate on how the programs have supported career education. A locator list giving basic information about other programs less directly related to career education and a chart representing the new organizational structure of OE are included. (Author/NH)

ED 101 119 **95** **CE 002 865**

Johnson, Robert S.
English as a Second Language for Job Training and Employment: Special Demonstration Project.

San Diego Community Coll., Calif. Div. of Adult Education.

Spons Agency—California State Dept. of Education, Sacramento; Office of Education (DHEW), Washington, D. C. Div. of Adult Basic Education.

Pub Date 10 Apr 72
Note—379p.

EDRS Price MF-\$0.76 HC-\$1.97 PLUS POSTAGE

Descriptors—*Adult Basic Education, Adult Programs, Bilingual Education, Course Objectives, *Curriculum Guides, *Demonstration Projects, *English (Second Language), English for Special Purposes, Instructional Materials, Language Instruction, Language Programs, Language Skills, Lesson Plans, Performance Criteria, *Spanish Speaking, Student Evaluation, Teaching Methods, Testing, Vocational Development

The San Diego demonstration project provides occupationally oriented English as a Second Language (ESL) materials aimed at preparing students for job training, on-the-job training, or entry-level employment, mainly in semi-skilled occupations. The job-readiness curriculum is

planned to bring the monolingual Spanish speaking adult student to a proficiency level in English in approximately 1,000 hours of instruction. Presented in terms of performance objectives, the course curriculum is divided into three phases: survival English, English for the world of work and selected occupational clusters, and English pattern usage. The daily lesson plans, student evaluations, and tests presented in the report are all cross-referenced to a list of these basic performance objectives. The first section of the document provides: (1) specific performance objectives, (2) student information and profiles, (3) student evaluations, (4) written and oral tests utilized, (5) materials and aids, (6) reference materials and audiovisual equipment, and (8) evaluation and recommendations. Section 2, making up the bulk of the document, offers dated lesson plans organized according to: (1) subject matter, (2) performance objective code number, (3) materials and aids, (4) material code, (5) approaches, (6) English or Spanish instruction, and (7) activities. (MW)

ED 101 120 95 CE 002 866

Adult Basic Education Teacher Training Institute:

Problems of the Urban Poor, Particularly the

Urban Poor White. Final Report.

Wright Inst., Berkeley, Calif.

Spons Agency—Office of Education (DHEW),

Washington, D.C.

Pub Date Aug 71

Grant—OEG-0-71-3418(323)

Note—197p.

EDRS Price MF-\$0.76 HC-\$9.51 PLUS

POSTAGE

Descriptors—*Adult Basic Education, *Adult Education Programs, Counseling Effectiveness, Educational Development, Educational Planning, Environmental Influences, *Inservice Teacher Education, Institutes (Training Programs), *Low Income Groups, Psychological Needs, Resource Materials, Socioeconomic Influences, Student Needs, *Urban Teaching

The focus of a two-week summer institute for 77 Adult Basic Education (ABE) teachers, administrators, and counselors from the western United States, Hawaii, and Alaska was on the problems of the urban poor, with emphasis on the urban poor white. Major emphasis was placed on nonlearning problems of the urban poor. Problems examined were: (1) the economic, sociological, psychological, and environmental conditions of poor whites; (2) planning and organizing flexible adult education programs; (3) developing successful and innovative adult programs; (4) counseling the urban poor, especially the counseling role of the ABE teacher; (5) curriculum directions emphasizing student needs that go beyond the classroom; and (6) professional growth of adult education teachers. Poor white "grass roots" community workers were a major learning experience for participants; other speakers were recognized experts in particular problems of the urban poor. Lecturers were followed up with small group seminars and self-study groups. The major need of institute participants was to better understand the life style, needs, and aspirations of their students so that ABE training can proceed. Three-fourths of the participants found the institute valuable. Approximately 80 pages consist of speaker bibliographies, annotated curriculum materials, and institute agenda and forms. (Author/EA)

ED 101 121 95 CE 002 867

Kincaid, Harry V. Rink, Dan L.

Preliminary Three-Year Plan for Adult Basic Education Staff Development.

Stanford Research Inst., Menlo Park, Calif.

Spons Agency—Office of Education (DHEW),

Washington, D. C. Div. of Adult Basic Education.

Report No.—SRI-Proj-URU-1957

Pub Date Oct 72

Grant—OEG-0-72-1436

Note—106p.

EDRS Price MF-\$0.76 HC-\$5.70 PLUS

POSTAGE

Descriptors—*Adult Basic Education, *Adult Education Programs, Federal Aid, *Improvement Programs, Needs, Program Budgeting, *Regional Planning, *Staff Improvement, State Programs, Teacher Improvement

Identifiers—Region 9

U. S. Office of Education funding has been provided to Region Nine for fiscal year 1973 for

an Adult Basic Education (ABE) staff development effort, aimed at improving the delivery of adult education services to meet target population needs and Federal program goals through preservice and inservice training of personnel engaged in adult education programs. The three-year regional plan establishes and coordinates a program of regional staff development activities to complement the State and territorial activities. Problem areas and training needs identified are: individual and cultural diversity of ABE population, lack of ABE career orientation, teacher qualifications, student turnover, assessment of student programs, coordination, participation of colleges and universities, leadership growth and development, counseling, and regional diversity. Existing staff and staff development activities of the region are considered, and the regional plan is outlined in terms of goals, components and activities, resource, and budget. The remaining 60 pages contain the staff development plans for the States in Region Nine: Arizona, California, Hawaii, and Nevada. For each, an overview is provided, needs are discussed, and objectives are listed. Plans for remaining territories in the Region are being prepared. (AG)

ED 101 122 95 CE 002 868

Urban Adult Basic Education Special Teacher

Training Institute. Final Report.

Pepperdine Univ., Los Angeles, Calif. Center for

Urban Affairs.

Spons Agency—Bureau of Adult, Vocational, and

Technical Education (DHEW/OE), Washing-

ton, D.C.

Bureau No.—123035

Pub Date 15 Jun 72

Grant—OEG-0-71-3417(323)

Note—56p.; The Institute was held at Pepperdine

University, August 2-14, 1971

EDRS Price MF-\$0.76 HC-\$3.32 PLUS

POSTAGE

Descriptors—Adult Basic Education, *Adult Educators, Adult Students, *Changing Attitudes, Data Analysis, Data Collection, Institutes (Training Programs), *Negroes, Participant Involvement, Questionnaires, Student Needs, *Teacher Attitudes, Teacher Education, *Urban Education

The report covers the activities, data, and data analysis of the institute. The institute was directed to 100 teachers and supervisors of Adult Basic Education (ABE) in Regions 8, 9, and 10 to acquaint them with the needs and problems of black urban adults. The two-week program was composed of two parts: (1) field trips, short lectures, and presentations to the group as a whole and (2) small group workshops. Since not all participants worked with urban blacks, general methods were presented which, it was hoped, could be used with other ethnic or cultural minorities. Various data were collected in pre- and posttests, followup mail evaluation, and personal in-depth interviews with institute participants to determine the validity of institute assumptions, aims, and goals. The data indicated it is possible, at least in the short run, to effect a positive change in the attitudes of ABE teachers toward their students. The value of presenting this kind of institute early in an ABE teacher's career was demonstrated, and it was recognized that a combination of cognitive and behavioral input is needed to orient ABE teachers toward teaching adults. Appendixes include the institute schedule and the evaluations and data. (AG)

ED 101 123 CE 002 869

Postal Clerk 3 & 2; Naval Education and Training

Command Rate Training Manual.

Naval Training Publications Detachment,

Washington, D.C.

Report No.—NAVEDTRA 10215-B

Pub Date 73

Note—260p.

Available from—Superintendent of Documents,

Government Printing Office, Washington, D. C.

(Stock No. 0502-051-0760)

EDRS Price MF-\$0.76 HC-\$13.32 PLUS

POSTAGE

Descriptors—*Government Employees,

*Manuals, *Military Personnel, *Military

Training

Identifiers—Mail Room Occupations, Post Office

Department

The training manual is designed to assist naval personnel in preparing for advancement to the

Second Class. Opening chapters describe the job of the Navy postal clerk, the organization and administration of the Navy Postal Service, additional publications which are referred to throughout the text, and the Navy Post Office and its personnel. Succeeding chapters discuss domestic mail acceptance; classification and rates; special mail services—registered mail; other special mail services; postage stamps and stamped paper; postal money orders; international mail; outgoing and incoming mail; mail directory service; inquiries, complaints, and claims; audits, inspections, reports, and records; and office practices and procedures. Appended are the postal agreement between the U. S. Postal Service and Department of Defense, and a glossary of postal terms. (NH)

ED 101 124 CE 002 870

Journalist 3 & 2; Naval Training Command Rate

Training Manual.

Naval Training Publications Detachment,

Washington, D.C.

Report No.—NAVTRA 10294-C

Pub Date 73

Note—522p.

Available from—Superintendent of Documents,

U. S. Government Printing Office, Washington,

D.C. 20406 (Stock No. 0502-051-4710)

EDRS Price MF-\$0.92 HC-\$26.02 PLUS

POSTAGE

Descriptors—*Journalism, *Manuals, *Military

Personnel, *Military Training, Photography,

Radio, Television, Writing Skills

The training manual is designed to assist naval

personnel in preparing for advancement to the

rates of Journalist Third and Second Class. An

outline of the job and responsibilities of a Navy

journalist is followed by a description of the

mission and organization of Navy Public Affairs.

An introduction to the media available to the

journalist and gathering and disseminating

Navy news complete the introductory portion of

the manual. The remainder of the document

deals with the following specific topics: basic

news writing; writing different types of stories

(feature, speech, sports, accident, advance, followup,

and rewrite); writing for magazines; copy editing;

libel, right of privacy, and copyright; newspaper

and wire service operations; an introduction

to photography; the camera; basic photojournalism;

internal public affairs publication; writing

headlines and cutlines; electronic media; printing,

layout, and makeup; the electronic media;

preparing radio material; preparing television

material; American Forces radio and television;

community relations; home town news; the

public affairs office; and a sketch of U. S. Naval

history. A glossary, bibliography, Navy abbreviations,

and Navy rating insignia by groups are appended.

(NH)

ED 101 125 CE 002 871

Dixie, Theodore C. Welch, Frederick G.

Alternate Plans in the Event of Work Interrup-

tion: Cooperative Vocational Education in

Pennsylvania. CVE Monograph No. 2.

Pennsylvania State Univ., University Park. Dept.

of Vocational Education.

Spons Agency—Pennsylvania State Dept. of Education,

Harrisburg. Bureau of Vocational,

Technical, and Continuing Education.

Report No.—CVE-Monog-2

Pub Date Jul 73

Note—30p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS

POSTAGE

Descriptors—*Cooperative Education, *Educa-

tional Problems, *Job Layoff, On the Job

Training, *Vocational Adjustment, *Vocational

Education, Vocational Education Teachers,

Work Experience Programs

To help solve the problem of student layoffs

during training, the study sought effective alternative

methods and processes, as used by cooperative

vocational education (CVE), to short-term

layoffs or student termination from training

stations. Another objective was to determine possible

steps to provide reasonable continuity in the

student's educational process in the event of single

industry layoff, a general recession, or the

student's inability to adjust to the training station.

Chapter 1 provides background information, a

statement of the problems, and a systems

approach to CVE using an eight-step, sequential

instructional plan. Chapter 2 reviews the literature

related to alternative approaches and describes

some alternate approaches used by other States. A concluding summary discusses recommended alternate approaches, including relocation, transfer, assignment of projects related to the student's career objectives, in-school work activities, seasonal work enrollment, and student behavior and attitude modification. Listings of resource people, project evaluation team members, and references are appended. (Author/NH)

ED 101 126 CE 002 872

Children of Working Mothers, March 1974.
Bureau of Labor Statistics (DOL), Washington, D.C.

Pub Date Sep 74

Note—8p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS

POSTAGE

Descriptors—*Children, *Employment Statistics, Labor Force, National Surveys, Tables (Data), *Working Women

Almost 27 million children in the U.S.—or 42 percent of those under age 18—had mothers working or seeking work in March 1974. About one in four of these children (6.1 million) were below regular school age. Since 1970, the number of children whose mothers were in the labor force has risen sharply by 1.2 million, while the total number of children in families has dropped by 2.2 million. The absolute increase in the total number of children with working mothers occurred almost exclusively in female-headed families. Over 12 million children were in families where the father was either absent (8.6 million), unemployed (1.5 million), or not in the labor force (2.0 million). Included are three tables: (1) number of children under 18 years old, by age, type of family, labor force status of mother, and race, March 1970 and March 1974; (2) number of families and average number of own children under 18 years old, by type of family, labor force status of mother, and race, March 1970 and March 1974; and (3) number of children under 18 years old, median family income in 1973, type of family, labor force status of parents, and race, March 1974. (Author/NH)

ED 101 127 CE 002 873

Report on Federal Productivity, Volume 1, Productivity Trends, FY 1967-1973.

Joint Financial Management Improvement Program, Washington, D.C.

Pub Date Jun 74

Note—197p.; For Volume 2, Productivity Case Studies, see CE 002 874

EDRS Price MF-\$0.76 HC-\$9.51 PLUS

POSTAGE

Descriptors—Administrative Agencies, *Federal Government, Government (Administrative Body), *Measurement, National Surveys, *Productivity, *Trend Analysis

Identifiers—Causal Factors

Volume 1 reports on Federal productivity and productivity trends for Fiscal Years 1967-1973, and comments on the causes of productivity increases and decreases. The report, prepared to promote improved financial management in individual agencies and on a government-wide scale, includes productivity measurement data supplied by 46 agencies. The report indicates considerable progress has been made in the measurement of productivity but that many opportunities exist for further productivity improvements. Factors which can be used to motivate increased productivity are discussed. Overall Productivity Trends summarizes coverage of the FY 1973 sample; the trends of input, output, and productivity for FY 1967-73; and the analysis of causal factors which influenced the direction of productivity trends. Chapters 3-19 describe productivity trends in the following areas: agriculture and natural resources; citizens' records; training and education; medical services; loans and grants; postal service; power; reference services; regulation; specialized manufacturing; transportation; maintenance of facilities; overhaul and repair of equipment; procurement and supply; standard printing; general support; and government-Owned, contractor-operated activities. The Relation of Productivity Measures to Other Performance Measures, Cooperation with State and Local Governments, and Conclusions are the concluding chapters. Study related materials are appended. (NH)

ED 101 128 CE 002 874

Report on Federal Productivity, Volume 2, Productivity Case Studies.

Joint Financial Management Improvement Program, Washington, D.C.

Pub Date Jun 74

Note—148p.; For volume 1, Productivity Trends, FY 1967-1973, see CE 002 873

EDRS Price MF-\$0.76 HC-\$6.97 PLUS

POSTAGE

Descriptors—*Administrative Agencies, *Case Studies, *Federal Government, Government (Administrative Body), *Measurement, National Surveys, *Productivity, Trend Analysis

Volume 2 contains 15 productivity case studies which illustrate and expand on the causal factors mentioned in volume 1. The cases illustrate many different approaches to productivity measurement improvement. The case studies are: Development of an Output-Productivity Measure for the Air Force Medical Service; Measuring Effectiveness and Efficiency in the Army Materiel Command; The Effectiveness/Productivity Program in the Defense Mapping Agency; Productivity Measurement in the Defense Supply Agency; Technology Repair Centers in the Air Force; Budget Use of Productivity Measures in the National Labor Relations Board; Productivity Case Study of the Farmers Home Administration; Management Use of Productivity Measures in the Bureau of Engraving and Printing; Productivity Improvement in the Bureau of the Mint; Productivity through Automation in the Bureau of the Public Debt; Improved Measurement of Productivity in Power Operations of the TVA; Productivity Measurement and Quality Evaluation in the Social Security Administration; Productivity Improvement in Clerical Functions of the VA; Improved Productivity in a Regional Office, Bureau of Labor Statistics; and Improving Productivity in Nashville, Tennessee. (Author/NH)

ED 101 129 CE 002 875

Work Measurement: Guidelines for Federal Government Managers; Prepared for the Joint OMB/GAO/CSC Productivity Steering Committee.

Army Management Engineering Training Agency, Rock Island, Ill.

Pub Date Jun 73

Note—144p.

EDRS Price MF-\$0.76 HC-\$6.97 PLUS

POSTAGE

Descriptors—Budgeting, Cost Effectiveness, Efficiency, Evaluation, *Guidelines, Management Systems, Manpower Utilization, Measurement, Measurement Goals, *Measurement Techniques, Organizational Effectiveness, Planning, *Productivity, Resource Allocations, Scheduling, Systems Analysis, Systems Approach, Task Analysis, *Unit Costs

Identifiers—*Work Measurement

Guidelines, based on an analysis of currently successful work measurement systems found in 10 different Federal agencies, are presented for the development of standards and the use of these data for work measurement. The guidelines were developed in response to significant problems many Federal agency headquarters and staff managers were experiencing with their work measurement systems, and in response to their lack of knowledge and interest in work measurement. The guidelines are, therefore, written in a conversational mode, as a dialog between the author and an imaginary naive and skeptical manager. General in nature, the guidelines require analysis and interpretation before they can be applied. An introductory chapter on the role of work measurement in performance measurement is followed by an explication of the need for quality work measurement standards in the planning and control of budget, manpower, and workload. The steps to be taken in establishing a work measurement system are then laid out, from preliminary considerations to staffing and training, and cost and disincentives are discussed. Maintaining performance is the topic of the final chapter. The book is heavily illustrated with graphs and tables; the appendixes include a breakdown of work measurement techniques. (AJ)

ED 101 130 CE 002 876

Diemer, Richard M. Mazzocco, Daniel M. A Comparison Between Lecture and Independent Study Methods of Instruction in Dental Radiology with Provision for Individual Differences.

Spons Agency—National Institutes of Health (DHEW), Bethesda, Md. Div. of Dental Health.

Note—86p.

EDRS Price MF-\$0.76 HC-\$4.43 PLUS

POSTAGE

Descriptors—*Academic Achievement, *Comparative Analysis, Dentistry, Literature Reviews, *Medical Education, Methods Research, *Personality Assessment, Personality Tests, Psychological Tests, Relationship, Tables (Data), *Teaching Methods, Tests

Hypothesizing that experimentation with various teaching methodologies and individual student differences may show certain teaching methods to be more effective than others for a certain type of student, the authors studied the application of such experimentation to a portion of the radiology sequence in the dental curriculum. A review of the literature on the lecture method of instruction, the independent study method of instruction, and individual differences included findings in education and psychology, since studies generated by the health professions are not abundant. The study, in determining the effects of the two methods of instruction, the effects of personality (group dependency vs. self-sufficiency, need achievement), and the interaction effects between them, employed 134 first-year undergraduate dental students as subjects. They were administered a standard battery of psychological tests and were classified in the two personality groups and as high or low need achievers on the basis of the results. Achievement test score was the study's dependent variable. It was concluded that instructional methodology, personality type, and need achievement produced no significant differences in performance. Data were tabulated and presented in support of the conclusion. (A five-page bibliography and test forms for psychological tests and class tests are appended.) (AG)

ED 101 131 CE 002 877

Mills, Gladys H., Comp.

Education to Make a Living: Bibliography.

Pub Date 74

Note—23p.; From the Annual Meeting of the Education Commission of the States (8th, June 20-22, 1974)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS

POSTAGE

Descriptors—*Bibliographies, *Career Education, Individual Needs, Manpower Needs, Vocational Development, *Vocational Education

The bibliography of selected materials designed to develop and enhance student careers was prepared for the eighth annual meeting of the Education Commission of the States. While the role of vocational education is stressed, the individual needs of students of all ages and the manpower needs of society are suggested. Also, some aspects of institutional and system response as they serve career needs are included. (Entries are listed alphabetically by title.) (Author)

ED 101 132 CE 002 878

Mills, Gladys H., Comp.

Barriers to Effective Vocational-Occupational Education: Bibliography.

Pub Date 72

Note—9p.; From the Annual Meeting of the Education Commission of the States (6th, Los Angeles, California, May 1972)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS

POSTAGE

Descriptors—*Bibliographies, *Occupational Information, *Vocational Education

The six-page bibliography lists materials related to one of the clinics held during the sixth annual meeting of the Education Commission of the States. The listing is alphabetical by title. (SA)

ED 101 133 CE 002 879

Mills, Gladys H., Comp.

Consumer Education: What Subject Matter? Bibliography.

Pub Date 73

Note—11p.; From the Annual Meeting of the Education Commission of the States (7th, 1973)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS

POSTAGE

Descriptors—*Bibliographies, *Consumer Education

The bibliography was prepared for a clinic held during the seventh annual meeting of the Education Commission of the States. Materials related to consumer education are listed alphabetically by title. (SA)

ED 101 134 CE 002 880

Holloway, Sally

Upgrading Licensed Practical Nurse to Registered Nurse Program, September 1971 - June 1973. Report.

Chicago City Colleges, Ill. Olive-Harvey Coll.; Chicago Univ. Hospitals and Clinics, Ill.

Spons Agency—Illinois Research and Development Coordinating Unit, Springfield.

Pub Date Oct 73

Note—82p.

EDRS Price MF-\$0.76 HC-\$4.43 PLUS

POSTAGE

Descriptors—Career Ladders, *Educational Programs, *Medical Education, *Nursing, *Program Descriptions, Program Evaluation

Twenty Licensed Practical Nurses (LPN) became Registered Nurses (RN) in a pilot program giving partial academic credit for their LPN training and building on their existing skills. The program revolved around three needs: (1) trained nurses; (2) eliminating the notion that jobs were dead-end; and (3) achieving upward mobility for hospital staff. Curriculum development, selection of students, the counseling program, funding, and methodology are described. The succeeding section reviews program results from three points of view: a detailed evaluation of academic results, showing that the 20 LPN to RN students compare satisfactorily with many students educated in diploma or baccalaureate programs and all 20 passed their State Boards with better than average scores; the students' evaluation of their experience; and an examination of financial data to identify benefits to the individual, the institution, and the community at large. Student success reinforced belief that a specialized but accelerated program does not adversely affect training. Students' future plans and followup of the program are discussed. Seven conclusions regarding the successful program's elements, students, and upward career mobility end the report. Appendixes include: other LPN to RN programs; career ladder programs; and the Research and Nursing Skills Inventory Questionnaires. (Author/NH)

ED 101 135 95 CE 002 882

ABE in the Inner City Project: Innovative Practices Study. Final Report, 1970-71.

Columbia Univ., New York, N.Y. Center for Adult Education.

Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Pub Date 71

Grant—OEG-0-70-5160(324)

Note—102p.

EDRS Price MF-\$0.76 HC-\$5.70 PLUS

POSTAGE

Descriptors—*Adult Basic Education, *Educational Innovation, *Paraprofessional School Personnel, *Program Planning, Staff Improvement, *Urban Areas, Urban Education

In its second year the project had two principal goals: (1) to extend the first year's findings with a study of selected innovative practices in a large variety of urban Adult Basic Education (ABE) programs; and (2) to disseminate findings of the project's first two years to urban ABE directors and selected professors of adult education. A questionnaire was developed and sent to the directors of Title III programs in cities over 100,000 population. After review of the data obtained, four practices were selected for further study: (1) the utilization of paid and volunteer paraprofessionals in ABE, (2) the use of learning laboratories for ABE instruction, (3) co-sponsorship of classes with employers and other organizations, and (4) use of community liaison personnel. During the project's second year a second national survey of 1,900 teachers in 59 sample cities was undertaken. The second survey examined the perspectives of public school ABE teachers. The findings were then disseminated in four regional workshops. Recommendations are discussed at length in the areas of: differentiating the target population, differentiating recruitment effort, differentiating class types, co-sponsoring with employers, improving instruction, planning short term objectives, analyzing qualitative factors, improving mentor role relationships, planning staff development, and using program innovations. (BP)

ED 101 136 95 CE 002 883

Arter, Rhett M.

Parent Leadership Training Project, October 1, 1970-September 30, 1972. Independent Evaluator's Report.

Research and Action, Inc., New York, N.Y.

Spons Agency—City Univ. of New York, N.Y. Office of Urban Affairs; New York City Model Cities Administration, N.Y.; Office of Education (DHEW), Washington, D. C. Div. of Adult Basic Education.

Pub Date [72]

Note—106p.; Charts have been improved to improve reproducibility

EDRS Price MF-\$0.76 HC-\$5.70 PLUS

POSTAGE

Descriptors—*Adult Basic Education, *Adult Education Programs, Educational Objectives, Language Enrichment, *Language Experience Approach, Learning Laboratories, Program Content, *Program Evaluation, Reading Achievement, Reading Centers, Reading Instruction, *Reading Skills

The Parent Leadership Training Project (PLTP) through Adult Basic Education was established as a two-year demonstration project designed to increase the reading skills of adults (16 and over) through a language-experience approach, using topics selected by the participants. The independent project evaluation covers the entire operational period (Oct. 1, 1970-Sept. 30, 1972) and discusses participant characteristics, total program, program accomplishments, and the three satellite centers. The section discussing PLTP participant characteristics consists of 17 charts. The next section looks at the accomplishments of the 609 participants in terms of their academic growth and reading achievements in light of the first and second year program objectives. In the final section, the three satellite centers in the Bronx, Brooklyn, and Manhattan (Harlem Center) are closely evaluated through detailed program descriptions of such program features as: reading growth, progress lines, language experiences, and participant characteristics. Each center's program was geared to the type of participant in the area. An important factor noted in each center was the significant growth in the participants' reading ability achievements. (BP)

ED 101 137 95 CE 002 884

New York Industrial Education Center Adult Basic Education Manpower Training Program; Final Report: 1969-1971.

New York Board of Trade, N.Y.; United States R and D Corp., New York, N.Y.

Spons Agency—New York State Education Dept., Albany; Office of Education (DHEW), Washington, D. C. Div. of Adult Basic Education.

Pub Date 71

Note—61p.; Photographs will not reproduce well; Page 25, a full-page photograph, was deleted

EDRS Price MF-\$0.76 HC-\$3.32 PLUS

POSTAGE

Descriptors—Adult Basic Education, *Adult Education Programs, Cost Effectiveness, Demonstration Projects, *Disadvantaged Groups, *Educational Programs, Job Placement, Job Training, *Manpower Development, *Program Descriptions, Program Evaluation, Project Training Methods, Underemployed, Unemployed

Identifiers—Manpower Programs, New York Industrial Education Centers

The New York Industrial Education Centers combined the application of basic literacy, basic mathematics, and human development skills with exhaustive job development and placement efforts to secure jobs and upward mobility for persons 17-65 classified as disadvantaged. Training was conducted in 10-week cycles, with 100 trainees at each of two training centers for the two-year period of the grant. The Human Resources Development component was job readiness training conducted by group leaders in informal seminar sessions where trainees were encouraged to identify their skills and resources and to air and explore their attitudes toward work, supervisors, coworkers, family, and society at large. Of 660 previously unemployed graduates with whom contact could be made in the 30 and 90 day followup, 505 were employed. Of previously employed graduates reached, 50 percent had moved to better jobs, been promoted, or received

salary increases. The retention rate of program graduates was higher than among regular gate hires. An independent evaluation concluded that the program successfully demonstrated its achievement of educational and employment objectives. A cost-effectiveness system evaluated the effect of training on earnings and the relationship between public investment and the return on investment through increased taxes and reduced welfare. (Author/AG)

ED 101 138 95 CE 002 885

Project GROW [Green River Opportunities for Work]; History Report.

Project GROW, Owensboro, Ky.

Spons Agency—Kentucky State Dept. of Education, Frankfort. Bureau of Vocational Education; Office of Education (DHEW), Washington, D.C.

Pub Date Jun 74

Note—43p.; For related documents see CE 002 886 and 888

EDRS Price MF-\$0.76 HC-\$1.95 PLUS

POSTAGE

Descriptors—Articulation (Program), *Career Education, Cooperative Planning, Demonstration Projects, Educational Change, Educational Programs, Educational Strategies, Elementary Education, Junior High Schools, *Material Development, Post Secondary Education, *Program Descriptions, Program Development, Regional Planning, *Regional Programs, *Reports, Secondary Education

Identifiers—Green River Opportunities for Work, *Project GROW

A major goal of Project Green River Opportunities for Work (Project GROW) was to develop materials that could be used by teachers in regional schools to help them implement an articulated, developmental career education program from kindergarten through postsecondary levels. The document consists of a regional history report and description of the project and 11 individual district history reports. Each report discusses the purposes of the project and describes the general design, operational base, planned activities, curriculum changes, community involvement, and an assessment. The regional history report offers an overview of the project. A regional career education staff coordinated the program, but each district planned and executed its own program according to individual needs. Major regional activities included the planning and implementing of career education inservice workshops, a massive interest and ability testing program, distribution of career education materials, and a graduate followup study. The development of an articulated developmental career education concept grid for kindergarten through postsecondary levels, and the creation of a matrix and 100 lesson plans were achieved in the final year of the project. (MW)

ED 101 139 95 CE 002 886

Project GROW [Green River Opportunities for Work]; Learning Concepts in Career Development [and Guide].

Project GROW, Owensboro, Ky.

Spons Agency—Kentucky State Dept. of Education, Frankfort. Bureau of Vocational Education; Office of Education (DHEW), Washington, D.C.

Pub Date 74

Note—276p.; For related documents see CE 002 885 and 888

EDRS Price MF-\$0.76 HC-\$14.59 PLUS

POSTAGE

Descriptors—Attitudes, Career Awareness, *Career Education, Career Planning, Concept Teaching, Curriculum Enrichment, *Curriculum Guides, Decision Making, Elementary Education, Junior High Schools, *Lesson Plans, Performance Criteria, Post Secondary Education, *Resource Guides, Secondary Education, Self Actualization, *Sequential Programs, Student Evaluation

Identifiers—Green River Opportunities for Work, *Project GROW

The curriculum guide offers a sequential, articulated, and developmental career education concept grid and lesson plans for use in classroom and guidance sessions from kindergarten through postsecondary levels. Developed by Project Green River Opportunities for Work (Project GROW), the lesson plans, or minunits, contain performance objectives, enabling activities, ideas for the use of resources and materials, and sug-

gestions for competency assessment of students for each of the four levels: primary, intermediate, middle school, and high school through postsecondary. Each of the four sections is organized according to the same developmental learning concepts, progressing through the areas of self-awareness, career awareness, appreciations and attitudes, and finally decision making. An overview of the materials follows the curriculum guide and includes: (1) a list of matrix development participants, (2) general description and use of the materials, (3) concepts included in the kit, (4) concepts chosen but not developed, and (5) a vocabulary listing for the kit. (MW)

ED 101 140 95 CE 002 888

Vikars, Theo Gibson, Melvin Pat
Project GROW [Green River Opportunities for Work]: Final Report.

Project GROW, Owensboro, Ky.
Spons Agency—Kentucky State Dept. of Education, Frankfort. Bureau of Vocational Education; Office of Education (DHEW), Washington, D.C.

Pub Date 30 Jun 74

Note—64p.; For related documents, see CE 002 885 and 886

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—*Career Education, Conference Reports, Demonstration Projects, Educational Accountability, Educational Innovation, Educational Programs, Elementary Education, Junior High Schools, Post Secondary Education, *Program Development, *Program Evaluation, Program Improvement, *Regional Programs, Secondary Education, Vocational Development Identifiers—Green River Opportunities for Work, *Project GROW

Summarizing the progress of Project Green River Opportunities for Work (Project GROW), the document reviews the study's background and the activities resulting from a third party evaluation by the Southern Association of Colleges and Schools. Objectives based on the evaluation and recommendations included: (1) development of an articulated and developmental career education program, kindergarten through postsecondary, (2) organization of a regional materials center; and (3) revision of the occupational testing program for high school students. Matrix development and the Vocational Information for Education and Work Program (VIEW) are described, and a career education conference report is included and evaluated. The external evaluation report is presented in its entirety. The evaluators' conclusion was that the project represented exemplary innovative progress in its two and a half years of operation. Internal evaluations by project participants, reviewing results and making recommendations, complete the document. (MW)

ED 101 141 CE 002 889

[Career Education Work Experience Packet, Norwalk-LaMirada (Calif.) Unified School District.] Norwalk - La Mirada Unified School District, Norwalk, Calif.

Pub Date Jan 72

Note—109p.

EDRS Price MF-\$0.76 HC-\$5.70 PLUS POSTAGE

Descriptors—*Career Education, Career Planning, Guidelines, Guides, *Resource Materials, *Secondary Education, Work Experience, *Work Experience Programs

The informally organized Career Education Work Experience Packet consists of an operational procedures manual for work experience education, including an outline of the program, a Work Experience Education brochure, and three related instruction packets: How to Find and Apply for a Job, Guidelines for Work Experience Programs, and a Career Planning Guide for Students. (BP)

ED 101 142 95 CE 002 892

Luckner, Barbara A., Ed. Zane, Lawrence F. H., Ed.

Familiarization and Dissemination of Selected Vocational-Technical Curriculum and Resource Materials. Final Report.

Hawaii Univ., Honolulu. Dept. of Curriculum and Instruction.

Spons Agency—National Center for Improvement of Educational Systems (DHEW/OE), Washington, D. C.

Bureau No—BR-0-02518

Pub Date Jun 74

Grant—OEG-0-70-1970(725)

Note—199p.

EDRS Price MF-\$0.76 HC-\$9.51 PLUS POSTAGE

Descriptors—Advisory Committees, Apprenticeships, Career Education, Curriculum, Curriculum Development, Decision Making, Educational Planning, Information Dissemination, Material Development, Relevance (Education), Resource Materials, Speeches, *Technical Education, *Vocational Counseling, Vocational Development, *Vocational Education, Work Experience Programs, Workshops

Identifiers—Hawaii

The information explosion in vocational-technical education has created a need for a system whereby information may be disseminated economically and efficiently for vocational educators at all levels and in different institutions throughout the State of Hawaii. This project was designed to disseminate information and resource materials on the development of vocational-technical education curriculum in Hawaii. This was accomplished by establishing three project objectives: (1) selection of an advisory committee, (2) dissemination of vocational-technical information for instructional programs, and (3) provision of nine workshops. Half of the document consists of the following papers presented by Hawaiian educators—An Irreverence for Relevance Without Referents; The Need for Vocational Counseling; The Department of Education's Long-Range Plans for Vocational-Technical Education; Guidance Curriculum Guide: Career Development Intermediate Level; A Conceptual Model for a Career Development Continuum K-14 for Implementation in the Public Schools of Hawaii; Counseling for Decision-Making and Career Development; The Career Information Center; Fact Sheet on Basic Educational Opportunity Grants; Combining Theory with Work Experience through Apprenticeship; Lists of Apprenticeship Programs at Honolulu and Hawaii Community Colleges; and the Educational Resources Information Center. Ninety pages of workshop related materials are appended. (BP)

ED 101 143 CE 002 893

Smith, Russell L. And Others
Effect of a Predictor Instrument on Learning to Land a Simulated Jet Trainer. Final Report.

Dunlap and Associates, Inc., Inglewood, Calif. Western Div.

Spons Agency—Air Force Office of Scientific Research, Arlington, Va.

Pub Date 30 Aug 74

Note—91p.

EDRS Price MF-\$0.76 HC-\$4.43 PLUS POSTAGE

Descriptors—Aircraft Pilots, Feedback, *Flight Training, *Prediction, *Simulation, Simulators, *Skill Development, *Transfer of Training

The study investigates the potential utility of a predictor instrument in the training of manual control operators in aircraft simulators. Various predictor display design configurations were presented to subjects during training trials on an aircraft approach to landing task. Subsequently, subjects were tested on trials devoid of the predictor instrument to determine transfer effects. Each of the predictor display configurations was contrasted with a control or baseline display which did not include the predictor. Results of the study indicated that transfer from a predictor to a nonpredictor display was dramatic; learning was greatly accelerated, and the difference between predictor trained and nonpredictor trained subjects appeared permanent, in view of a rather stable asymptote observed during the last 24 test trials. It was concluded that the predictor display accelerated learning through its ability to provide immediate feedback to operators regarding the unique response of the system to control actions. Such feedback enabled operators to learn the complex dynamics of the vehicle much more rapidly than was possible without it. Implications for use of the predictor instrument in wide variety of operational and training applications are discussed. Appended materials include a bibliography, a report on exploratory research, computer simulations, and subject instructions. (Author/BP)

ED 101 144 CE 002 894

Nyquist, Ewald B.

The Role of the Private Vocational Schools in the University of the State of New York.

Pub Date 70

Note—20p.; Remarks presented at the Annual Meeting of the Private Vocational Schools Association of New York (Spring Glen, New York, September 1970)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Accreditation (Institutions), Degrees (Titles), Educational Coordination, Educational Objectives, Educational Planning, Futures (of Society), *Institutional Role, *Post Secondary Education, *Private Schools, Regional Planning, State Legislation, *State Programs, Statewide Planning, Student Loan Programs, Veterans Education, Vocational Education, *Vocational Schools

Identifiers—*New York

The goals of the New York State Department of Education are: (1) to enlarge educational opportunity for the people of the State, (2) to provide the best possible quality in education; and (3) to accomplish those tasks with efficiency, economy, and demonstrable effectiveness. To achieve a society in which each person can realize his potential requires competent leadership and wise planning. The concept of postsecondary education should be broadened to include post-high school opportunities for all people. It is expected that students will be able to attend the institutions, public or private, which offer programs suited to their particular interests and needs. An all-inclusive educational system, embracing all of education in the State, would provide for continuous learning in skills and knowledge. The number of students who can benefit from instruction in private vocational schools is expected to continue to increase. Some areas of concern in meeting this need are: veterans' education, degree granting privileges, proposed legislation, accreditation, student loans, and manpower training programs. Private vocational schools are expected to become more involved in a comprehensive system of occupational education, a subpattern within a total system. Regional planning is required for specific objectives. (Author/AG)

ED 101 145 95 CE 002 897

Westbrook, Bert W. Parry-Hill, Joseph W., Jr.

The Construction and Validation of a Measure of Vocational Maturity. Center Technical Paper No. 16.

North Carolina State Univ., Raleigh. Center for Occupational Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No—BR-7-0348

Pub Date 73

Grant—OEG-2-7-0348-2698

Note—102p.

EDRS Price MF-\$0.76 HC-\$5.70 PLUS POSTAGE

Descriptors—*Test Construction, *Tests, *Test Validity, *Vocational Maturity Identifiers—Cognitive Vocational Maturity Test, CVMT

The Cognitive Vocational Maturity Test (CVMT) was constructed to measure knowledge and abilities dealing with the characteristics and requirements of a wide range of occupations. Fifteen cognitive vocational maturity areas were identified; the present form of the test consists of 120 multiple choice items, whose reading grade levels range from 1.4 to 2.2, comprising subtests for six of these areas: fields of work; job selection, work conditions, education required, attributes required, and duties. The CVMT was administered to a standardization sample of 7,367 North Carolina students in grades 6-9. Relatively high Kuder-Richardson coefficients for each grade on each of the six area subtests, and the standard errors of measurement, indicate a high level of reliability. Validity is indicated by the higher mean scores on all subtests obtained by students who chose occupations in agreement with their field of interest and aptitude level. Mean scores on all area subtests increased across grade levels, thus providing support for the claim that cognitive vocational maturity behaviors are developmental ones. The CVMT itself and an examiner's manual are included in the document. Also appended are the supportive data from the item analysis and reliability testing phases of the development of the test. (SA)

ED 101 146 95 CE 002 898

University of Maine Urban Adult Learning Center for the Model Neighborhood in Portland, Maine; Final Report: Phase II, for the Fiscal Year Ended June 30, 1972. Maine Univ., Portland-Gorham.

Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Pub Date 72

Grant—OEG-0-70-5165

Note—78p.; For Phase 1, see ED 059 435

EDRS Price MF-\$0.76 HC-\$4.43 PLUS

POSTAGE

Descriptors—*Adult Basic Education, *Adult Education Programs, *Demonstration Centers, Educational Improvement, Educational Programs, *Federal Programs, Individualized Curriculum, *Models, Neighborhood Centers, Urban Education

The Urban Adult Learning Center's (UALC) primary goal is to improve and expand the educational and employment opportunities for all residents in the Portland Metro Cities target area who are 16 years of age or older and who have not reached the eighth grade educational level. The Phase Two Foundation section reviews historical background and goals of the project. Phase Two Implementation describes the implementation of 11 essential program elements: recruitment of known school drop-outs; counseling qualifications and responsibilities; a comfortable yet challenging climate; a team approach to the adult learner's needs; an ABE curriculum for reading and computational skills; a GED curriculum serving students coming up from ABE (0-8); referral of adults to other community services; community and university linkages; community service; staff development to produce more effective instructional strategies, curriculum materials, and human relationship techniques; and research and evaluation based on the Design for Adult Learning, a diagram of processes. Nine basic principles which the UALC used in successfully demonstrating a workable model of community-based, individualized adult education conclude the report. Appendices include a statistical report, enrollee characteristics, organization chart, advisory board membership, reading diagnosis forms, ABE and GED materials, Computation Skills Sequence, and acknowledgements. (Author/NH)

ED 101 147 95 CE 002 899

Teacher Training Workshop for TESL to Adult Speakers of French and English as a Second Language Workshop in Boston, Providence, Hartford. Final Report: July 22, 1971 - August 31, 1972.

School for International Training, Brattleboro, Vt.

Spons Agency—Office of Education (DHEW), Washington, D. C. Div. of Adult Basic Education.

Report No.—323

Pub Date 3 Aug 72

Grant—OEG-0-71-4394

Note—102p.

EDRS Price MF-\$0.76 HC-\$5.70 PLUS

POSTAGE

Descriptors—*Adult Basic Education, *English (Second Language), Instructional Innovation, *Teacher Education, *Teacher Workshops, *Teaching Methods

The final report presents descriptions of activities, procedures, evaluations, recommendations, and conclusions of two series of workshops undertaken to inform ABE teachers in New England of innovative techniques in teaching English as a second language (ESL). Workshop participants were introduced to fresh and provocative teaching methods that could be used creatively to stimulate student interest. Creativity and having teachers write their own language materials or adapt existing material to their own needs were emphasized. Part 1 of the report describes the Saxton's River and Presque Isle workshops for adult speakers of French, follow-up workshops, and evaluations and comments based on responses to a questionnaire. Appended are guidelines to ESL techniques, a transformation grid, a six-page bibliography, and a list of staff and participants. Workshops in Boston, Providence, and Hartford to improve classroom skills of ESL teachers are described and evaluated in part 2, and guidelines to such ESL techniques as the Silent Way, action chain, controlled conversation, skits, vocabulary and spelling games are discussed. Participant lists are appended. Recommendations and conclusions regarding workshops, participants, and procedures conclude the report. Participants expressed positive results from the workshops. (Author/NH)

ED 101 148

95

CE 002 901

Pfyer, Julene Newland

The Experiment at Butte: A Project Designed to Introduce Reflective Materials to ABE Students. Final Report.

Butte Vocational-Technical Center, Montana.

Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Pub Date 30 Jun 72

Grant—OEG-0-71-4406(324)

Note—333p.

EDRS Price MF-\$0.76 HC-\$17.13 PLUS

POSTAGE

Descriptors—*Adult Basic Education, *Adult Students, Critical Thinking, Educational Objectives, Educational Philosophy, *Experimental Programs, Flexible Progression, *Humanistic Education, Material Development, Models, Program Effectiveness, Student Teacher Relationship, Teaching Methods

Identifiers—*Reflective Skills, Tussman (Joseph)

The Experiment at Butte was a demonstration project designed to determine the effectiveness of the Joseph Tussman education model in an Adult Basic Education (ABE) program. Its major purpose was to combine in lessons the teaching of reflective skills with the teaching of ordinary ABE skills. To implement the Tussman model, three experimental groups and three control groups of teachers were formed. Problems were encountered with the development of reflective materials, and several inservice meetings were conducted to help teachers prepare reflective materials. Results indicated that: (1) the Tussman model could be implemented in and adjusted to an ABE program; (2) ABE students could deal with reflective materials adapted to suit their education levels and interests; and (3) the fact that four types of ABE students were identified in the study suggested a need for the development of alternative routes to ABE. Recommendations are made based on experience gained during the experiment, particularly a recommendation for a four-track program geared to the needs of: slow learners, skill-oriented students, combined reflective and skill-oriented students, and nonskill students. Educational materials and student evaluations are appended. (Author/BP)

ED 101 149 95 CE 002 902

Davis, Samuel, Jr.

Evaluation of the Urban Adult Education Institute.

Detroit Public Schools, Mich. Dept. of Research and Development.

Spons Agency—Michigan State Board of Education, Lansing; Office of Education (DHEW), Washington, D.C.

Pub Date Feb 72

Note—36p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS

POSTAGE

Descriptors—*Adult Basic Education, Adult Education Programs, Community Involvement, Data Analysis, Job Training, Participant Characteristics, *Participant Satisfaction, Program Effectiveness, *Program Evaluation, Questionnaires, *Student Reaction, Tables (Data)

The Urban Adult Education Institute (UAEI) directed activities in five major areas: professional and continuing education, adult basic education, systems analysis, employment, and community involvement. Because of a time lapse between activities and evaluation, professional and continuing education objectives and systems analysis objectives could not be effectively judged. The evaluation focused primarily on student outcomes and based its data analysis on 62 student questionnaires. The document offers a detailed analysis of the responses related to: (1) demographic information; (2) reasons for attending UAEI; (3) education, skill, and employment levels on entering the institute; (4) organization membership; (5) voter registration; (6) social involvement; (7) the effectiveness of the institute's job training; and (8) student views of activities, facilities, and outcomes at the institute. It was concluded that, in the area of adult basic education, the program was moderately successful. Mathematics, consumer education, home and family living, and social studies were considered useful areas of study. Staff effectiveness, facilities, and course content all scored high ratings. Reviewing responses related to the institute's ef-

fectiveness in job training and retraining, results indicated moderate success. Responses also indicated that participants were active in social, political, and community affairs. (MW)

ED 101 150 95 CE 002 903

Continuation of a Special Experimental Demonstration Project in Adult Education. Final Report.

Detroit Public Schools, Mich. Dept. of Continuing Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 71

Grant—OEG-2-7-005141-5141

Note—37p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS

POSTAGE

Descriptors—*Adult Education Programs, Adult Students, Counseling Services, Disadvantaged Groups, Experimental Programs, Guidance Services, *Negro Education, Negro Students, *Program Descriptions, Recruitment, Relevance (Education), Success Factors, Units of Study (Subject Fields), *Urban Education

The project attempted to involve uneducated and undereducated and/or unemployed and underemployed young adults in an education-tutorial-employment oriented program. The report discusses the result of a review of the project's efforts and suggests changes where needed to achieve sound and humane urban-oriented educational practices. The program was divided into areas of English-social studies, mathematics-science, and guidance and counseling services. A special emphasis was placed on aspects of the areas particularly relevant to blacks. For each area the discussion is organized according to a common format: proposed objectives, methodology, and recommendations. The topics discussed in the academic areas are presented in brief outline form. Guidance and counseling services are emphasized. This aspect of the program has undergone several changes in developing a paraprofessional-oriented teaching and recruiting staff. The need for additional professional supportive help was indicated. Avenues for the recruitment of students were investigated. Funding is necessary for the institute's continuation. It was felt past success was based on a combination of factors: staffing, administration, organizational climate, and accountability. (AG)

ED 101 151 95 CE 002 904

Phoenix Symposium on Indian Adult Basic Education: Part 1. February 18-20, 1971.

Oregon Coll. of Education, Monmouth. Faculty for Adult Basic Education.

Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C. Div. of Adult Education Programs.

Pub Date Feb 71

Note—87p.

EDRS Price MF-\$0.76 HC-\$4.43 PLUS

POSTAGE

Descriptors—*Administrative Organization, *Administrative Problems, Adult Basic Education, *Adult Education Programs, *American Indians, Federal Aid, *Government Role, Symposia Identifiers—Bureau of Indian Affairs, Office of Education

The symposium proceedings contain two papers, remarks following the presentations, the symposium schedule, and a list of participants. Two papers were not included because the taping equipment failed to function properly. The first paper, by Ronald L. Chatham, describes the role of the U. S. Office of Education concerning Adult Basic Education (ABE). He commented on the Special Experimental Demonstration Projects in Adult Education and Teacher Training Projects in Adult Education and stressed the importance of cooperation between the Arizona State Department of Education and the Bureau of Indian Affairs (BIA) in selecting institute participants. Three of 22 institutes are targeted specifically for the American Indian. Administrative problems in assigning participant status were considered in the discussion portion. The Role of the BIA Concerning ABE, was presented by Ed Lentz. He viewed the adult educator as an advocate for Indian interests, in the BIA and in other government agencies as well. He considered the necessary program foci to be ABE and high school equivalency programs (GED) and defended this choice in the discussion segment of the program. Frankie Paul offered supportive

comments. Discussion of the final paper, *The Role of the Tribal Administration Concerning ABE*, is included. (AG)

ED 101 152 95 CE 002 905

Richards, Montana H. And Others
Art and Culture of the American Indian, A Guide for Adult Education Leaders.

Oregon Coll. of Education, Monmouth. Faculty for Adult Basic Education.

Spons. Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C. Div. of Adult Education Programs.

Pub Date May 71

Note—163p.

EDRS Price MF-\$0.76 HC-\$8.24 PLUS POSTAGE

Descriptors—Adult Basic Education, *American Indian Culture, American Indian Languages, *American Indians, Art Expression, Art Products, Creative Art, Cultural Awareness, Cultural Background, Cultural Environment, Cultural Traits, Ethnic Groups, *Handicrafts, Institutes (Training Programs), Life Style, Sociocultural Patterns, Tribes

Adult Basic Education for American Indians can most effectively be achieved through their art and culture. To highlight the desire of the Indian to be regarded in his own cultural setting, this document offers various ideas and expressions of noted American Indians who were participants at the 1970 ABE Institute for Teachers of American Indians held at Oregon College of Education. The material in the document was obtained by taping the responses of participants at this institute. Titles of the speeches are: Honoring the Art and Culture of the People, Montana H. Richards; The Man in Northwest Indian Culture, William Minthorn (Black Hawk); The American Indian Woman in Tribal Life, Vivian Minthorn; Foods and Home Customs of the Northwest Indian, Vivian and William Minthorn; Trends in American Indian Education, Wallace H. Hanley; Some History of the Navajo People, and Teaching the Navajo Language, Teddy Draper; Demonstration in Navajo Weaving with a Small Loom, Lucy Draper; A Trader Looks at American Indian Arts and Crafts, William Spenser; The Plains Indians, The Kiowa, Spencer Sahmaunt, and The Arkansas Cherokee, Ken Owens. The document concludes with notes on the authors, a list of American Indian Museums, and a 10-page bibliography. (BP)

ED 101 153 95 CE 002 906

Teacher-Training Institute. Final Project Report.

Oregon Coll. of Education, Monmouth.
Spons. Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 11 Sep 72

Grant—OEG-0-71-3410(323)

Note—31p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—*Adult Basic Education, American Indian Culture, *American Indians, Community Resources, Disadvantaged Groups, Educational Improvement, *Eskimos, Ethnic Groups, *Institutes (Training Programs), Student Motivation

Sixty teachers and supervisors from eight western States attended a two-week training institute for teachers of Adult Basic Education who were working in Indian and Eskimo areas. Only 10 percent of the participants had prior training or experience in the area. The Institute's purpose was to acquaint teachers with the characteristics and motivational patterns of traditional American Indian culture and its relationship to the dominant Anglo-American society. A participants' evaluation indicates on the basis of 42 responses that the institute was quite successful. The institute introduced problems of adult education for the disadvantaged and emphasized the development of motivational skills. Such topics as use of native materials, curricular materials, ABE and the reservation resources were examined through lectures, discussions, and field trips. The directions and needs of these ethnic groups, social and economic conditions inhibiting educational opportunity, and the goals of Indian activists are discussed. R.E. Stake's evaluation model to assist ABE directors in systematic information collection and decision-making is described at length. Recommendations are made for continued work among urban Indians, increased ABE programs in Alaska, and publication of Indian curricular materials. (Author/NH)

ED 101 154 95 CE 002 907

Price, Shelby L.

An Institute for 100 Teachers of Spanish-Surnamed Adult ABE Students in the New Dimensions of Education.

Oregon State Univ., Corvallis. School of Education.

Spons. Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 71

Grant—OEG-0-71-3405(323)

Note—37p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—*Adult Basic Education, *Adult Educators, Adult Students, *Institutes (Training Programs), Mexican Americans, Questionnaires, *Teacher Education

The three-week institute covered five primary areas of instruction: English as a second language, behavioral objectives, individualized instruction-programmed materials, cultural awareness and sensitivity, and curriculum development and adaptation. Participants in the institute were teachers of Adult Basic Education from across the United States. In addition to this general introduction, the report includes a list of institute participants, responsibilities of the professional staff (director, assistant director, general consultant, technical assistant, and liaison), and a 10-page daily calendar of the institute's instructional program. A followup of the institute took the form of winter and spring conferences where institute participants returned completed questionnaires and exchanged further ideas. The general opinion of the participants was that the institute was excellent and another group could benefit from another institute. The questionnaire, with percent of participants responding indicated, and a brief budget allocation review are also included. (AG)

ED 101 155 CE 002 908

Walter, Janice

Evaluation of Attitude Change in Participants of the 1971 Adult Basic Education Indian Institute.

Oregon Coll. of Education, Monmouth.

Pub Date Sep 71

Note—42p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—*Adult Basic Education, *American Indians, Anglo Americans, *Attitudes, *Attitude Tests, Changing Attitudes, Data Collection, *Eskimos, Ethnic Groups, Test Results
Identifiers—*Rokeach Dogmatism Scale

Forty-six Anglo-Americans, Indians, and Eskimos at an adult basic education institute were sampled with the 52-item Rokeach Dogmatism Scale (fourth edition) to measure their attitude change and to place each individual on an intensity continuum of the attitude. The age and educational characteristics of the sample and procedures used in the pre- and posttests are described. The differences in response between pre- and posttests are tabulated. The bulk of the document consists of graphs showing pre- and posttest responses for each of the items, presented as raw scores. When changes to a more open-minded attitude were made on the posttest by the Anglo-Americans and Eskimos, they were relatively large changes, or a change on several items. Changes to a more closed-minded attitude for these groups were smaller or on fewer numbers of items. Changes made by the American Indians were opposite to the changes made by the Anglo-Americans and Eskimos. Results on approximately 70 percent of the items indicated open-minded attitudes for all groups. The fifth edition of the Rokeach D-Scale is appended. (Author/NH)

ED 101 156 CE 002 911

Operation Breakthrough 1972-1973. Final Evaluation Report.

EDCON Associates, Willow Grove, Pa.

Pub Date [73]

Note—40p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—*Adult Education Programs, *Adult Students, Demonstration Programs, Employer Attitudes, Evaluation Methods, *Program Evaluation, Questionnaires, *Spanish Speaking, Student Attitudes, Teacher Attitudes, *Vocational Development
Identifiers—*Operation Breakthrough

Operation Breakthrough, a special demonstration project to upgrade Spanish-speaking workers in entry-level factory jobs, was evaluated by a third-party evaluator at the end of its first year. The teacher training program was found, through interviews with teachers and aides, to be excellent. Curriculum materials were provided by the project, but each of the five sites where the project was carried out developed its own strategies. On-site visits determined that the emphasis in the English as a second language segment was on oral skills. Curriculum changes are planned. The physical facilities at the five sites ranged from poor to excellent, and three of the companies involved provided incentives for student enrollment. Students completing a questionnaire at the end of the school year exhibited a positive reaction to the program. Students who did not complete the program were not surveyed. Teacher responses to a questionnaire were also positive. Interviews with employers demonstrated the importance of their support in the program's outcome. Insufficient data were gathered from standardized tests in one step of the evaluation involving the Ilyin Oral Interview. Specific recommendations for improved use of personnel and equipment and clarification of program emphasis are offered. (AG)

ED 101 157 95 CE 002 912

Individualized Learning for Adults (ILA). Final Report and Abstract.

Research for Better Schools, Inc., Philadelphia, Pa.

Spons. Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Pub Date Aug 72

Grant—OEG-0-71-4412(324)

Note—88p.

EDRS Price MF-\$0.76 HC-\$4.43 PLUS POSTAGE

Descriptors—*Adult Basic Education, Adult Education Programs, *Communication Skills, Curriculum Development, Individualized Instruction, *Mathematics Instruction, Measurement Techniques, Pilot Projects, *Program Evaluation, *Program Improvement

The report of the Individualized Learning for Adults (ILA) project reviews the history and development of the instructional system and focuses on the procedures, accomplishments, and results of the field testing conducted during 1971-72. Stressing mathematics and communication skills, the ILA system leads the adult learner to approximately ninth grade literacy. The mathematics curriculum begins with numeration-place value and ends with geometry-measurement. The communication skills program covers decoding or phonic analysis, handwriting, and reading skills. The following procedures are described: site selection, materials production and distribution, the experimental population, teacher training, and dissemination techniques. Using the Adult Basic Learning Examination (ABLE), evaluation results indicated that mathematics instruction was adequate and that communication skills instruction was suitable in six of the eight areas. Based on field testing data, the ILA curriculum has been redeveloped, teacher training materials successfully developed, and materials production improvement initiated. Student and teacher questionnaires, sample forms and an abstract of the final report are appended. (MW)

ED 101 158 95 CE 002 917

Stamper, George R., Comp.

Adult Basic Education Institute in Individualized Instruction for Teachers of Rural Adults. Interim Report: July 19-August 6, 1971.

Morehead State Univ., Ky. Appalachian Adult Education Center.

Spons. Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Pub Date 71

Grant—OEG-9-3-T-1-211

Note—54p.

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—*Adult Basic Education, *Adult Educators, Adult Students, Evaluation, *Individualized Instruction, Institutes (Training Programs), Institute Type Courses, Participant Characteristics, Reading, Reading Diagnosis, Reading Skills, Remedial Mathematics, *Rural Areas, State Programs, *Teacher Education, Teacher Role, Teacher Workshops

The three-week teacher-trainer workshop concentrated on individualized diagnosis, prescription, and evaluation in Adult Basic Education (ABE) reading and mathematics for rural adults. One hundred and one participants from the 13 States in Regions 4 and 6 worked with designs provided by State directors of adult education outlining their 1971-72 teacher-training responsibilities, each participant working with his State design. The participants were instructed through programmed texts, small groups, and two levels of practicum. Participant characteristics were tabulated relating to sex, age, race, marital status, number of dependents, length of experience, hours worked per week in ABE, duties, type of area and population served, knowledge of foreign language, degrees held, course work in reading, math, and adult education, and areas of competency. A participant-developed evaluation of the workshop was conducted. In evaluating individual parts of the workshop, 42 percent ranked excellent; 42.2 percent, adequate; 12.4 percent, fair; and 3.4 percent, inadequate. (The 30-page appendix includes a sample learning prescription, the workshop program, sample letters and State design, list of participants, and the evaluation form and responses.) (AG)

ED 101 159 95 CE 002 918

Task Forces for Planning ACTION Volunteer Use in ABE: A Mechanism for Promoting Innovation in ABE. Final Report.

Opportunities Industrialization Centers of America, Inc., Philadelphia, Pa.

Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C. Div. of Adult Education Programs.

Pub Date [72]

Note—250p.

EDRS Price MF-\$0.76 HC-\$12.05 PLUS

POSTAGE

Descriptors—*Adult Basic Education, *Change Strategies, *Conference Reports, Educational Coordination, Interagency Cooperation, Interstate Programs, Planning Meetings, *Program Planning, *Volunteers

Identifiers—New Jersey, New York, Puerto Rico, Virgin Islands

The primary purpose of the project was to explore the possibilities of bringing into the Adult Basic Education (ABE) system the systematic and orderly introduction of volunteer use, through a planning mechanism called a Task Force. A secondary purpose was to investigate change strategies applicable to the existing ABE network. The activities of the task force are detailed as follows: (1) preconference activities to promote the formation of the task forces for the States of Nebraska, Ohio, and New Jersey; (2) the task force planning conference aimed at developing specific written proposals for volunteer use in ABE; and (3) post conference activities designed to provide feedback concerning task force operations. Making up the major part of the document, the appendix contains the following conference materials: (1) list of conference participants, (2) summaries of volunteers requested, (3) preconference mailing package, (4) planning conference lesson plans, (5) conference materials, (6) ratings by conference observers, and (7) summary of responses from conference participant reaction form. (MW)

ED 101 160 95 CE 002 921

HEW Region II Staff Development Project, First Year Interim Report: 1972-73.

Montclair State Coll., Upper Montclair, N.J. Adult Continuing Education Center.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Adult Education.

Bureau No.—V223021

Pub Date 73

Grant—OEG-0-72-1442

Note—213p.; For the second year report, see CE 003 048

EDRS Price MF-\$0.76 HC-\$10.78 PLUS

POSTAGE

Descriptors—*Adult Education Programs, Developmental Programs, Educational Accountability, Educational Objectives, Management by Objectives, Management Development, Management Systems, *Professional Continuing Education, Program Descriptions, *Regional Programs, *Staff Improvement, *State Programs, Systems Approach, Teacher Education

Identifiers—New Jersey, New York, Puerto Rico, Virgin Islands

The first year report of the Health Education and Welfare (HEW) Region 2 Adult and Continuing Education Staff Development Project administered by Montclair State College reflects the objectives and activities of New Jersey, New York, Puerto Rico, and the Virgin Islands as they sought to improve their staff development capability in 1972-73. The report is organized as follows: (1) a regional summary, (2) four State interim reports, (3) the Management Systems Manual, and (4) project survey recommendations. The regional summary provides an overview of the training aspects of the project. A table provides the number of preservice and inservice activities conducted, individuals trained, training hours, and cost per training hour. The four State interim reports present the status and accomplishments in terms of their individual applications of the nine specific project objectives. The Management Systems Manual provides a "management by objectives" design, including documents dealing with performance and process objectives, systems for critical work activities, a monitoring system, and job description. The project survey recommended that each State conduct a learner and educational needs assessment, establish goals, and implement an evaluation model of the 1973-74 project year. (MW)

ED 101 161 95 CE 002 923

Ticconia, Joseph And Others Regional Institute for the Training of Teachers of English as a Second Language to Adult Puerto Ricans.

Glassboro State Coll., N.J.; Jersey City State Coll., N.J.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 71

Note—151p.

EDRS Price MF-\$0.76 HC-\$8.24 PLUS

POSTAGE

Descriptors—*Adult Basic Education, *English (Second Language), Institutes (Training Programs), Institute Type Courses, *Instructional Materials, Language Teachers, Lesson Plans, Master Teachers, *Puerto Ricans, Second Language Learning, Spanish Speaking, *Teacher Education, Teacher Improvement, Teacher Workshops

The institute provided an opportunity for 83 English as a Second Language (ESL) teachers to practice with an existing class of non-English speakers. Participants were divided into small groups, and each group was assigned a master teacher to supervise the entire three weeks of activities. Activities included: demonstration and discussion, curriculum planning and development, planning of units and lessons to be utilized in practice-teaching sessions, reviewing and evaluating video tapes of practicum sessions, library research, and room preparation for practice teaching. The document lists participants, course requirements, and selected remarks from guest speakers. Also included are illustrative lesson plans prepared by participants and master teachers, each organized according to content, techniques, materials, and time allotment. Representative institute handouts include the following topics: classroom methods in oral practice, contrasting structural patterns, guidelines to second language learning, principles of teaching adults, a self-evaluation form, a guide to cultural information, types of structural drill, the ESL experimental syllabus outline, illustrations, a teaching vocabulary, a checklist of minimal competencies, a selected bibliography, and an annotated resource guide. (MW)

ED 101 162 95 CE 002 924

Adult Basic Education: An Evaluative and Developmental Report.

Michigan Institutional Survey and Consulting Service, Dexter.

Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Pub Date Aug 70

Grant—OEG-62-7-005077-5077(324)

Note—41p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS

POSTAGE

Descriptors—*Adult Basic Education, Adult Students, Curriculum Development, Curriculum Evaluation, *Demonstration Projects, Disad-

vantaged Groups, Educational Research, Environmental Criteria, Environmental Education, Family Environment, Formative Evaluation, Program Descriptions, *Program Evaluation, Reference Materials, *Research and Development Centers, Rural Environment, Social Environment, *Southern States, Student Motivation, Student Needs

Identifiers—*Appalachian Adult Education Center

An evaluative and developmental review of the Appalachian Adult Basic Education Demonstration Center in the fiscal year 1969-70 finds the center well-launched on a highly promising course, but greatly in need of 5-10 years of stable financial support. With a headquarters at Morehead, Kentucky, and with 13 demonstration or research field stations, the center has already exerted strong influence on adult basic education throughout the Appalachian States. A national impact is also evident. In the evaluation, answers were sought to four questions, stated first in evaluative and then in developmental form. Briefly stated, the questions revolved around the social worth of the center projects; the effectiveness of the organization and operation of the headquarters office; the effectiveness of the origin, development, and supervision of the field projects; and the success of the field projects in attaining their objectives. A three-phase inquiry conducted by the evaluation team included a library-social analysis (compiled from publications referring to Appalachia), a two-day "specialists' conference," and visits to the center's headquarters and to each of the field projects. The results of each of these phases are discussed in the report, as well as a summary and major recommendations based on the study. (Author/AJ)

ED 101 163 CE 002 926

Memo, Marie A., Ed. Suggestions for Recruitment of Adult Education Students in Louisiana Parishes. Bulletin No. 1256.

Louisiana State Dept. of Education, Baton Rouge.

Report No.—Bull-1256

Pub Date 74

Note—52p.

EDRS Price MF-\$0.76 HC-\$3.32 PLUS

POSTAGE

Descriptors—*Administrator Guides, Adult Education, *Adult Education Programs, Adults, *Adult Students, Agencies, Agency Role, Community Cooperation, Community Leaders, Community Resources, *Disadvantaged Groups, Illiterate Adults, Interagency Cooperation, Low Income Groups, Media Selection, Methods, Motivation Techniques, *Recruitment, Teacher Role

Identifiers—Louisiana

The recruitment booklet is the result of team efforts of a committee to develop working materials which may be utilized for an adult education recruitment program in the local school systems. Each team member individually developed recruitment concepts, which were combined to form a guide. The report is divided into five parts: (1) a statement of the problem and rationale; (2) the effective use of recruitment personnel; (3) the recruitment of adults in low-income areas; (4) the effective use of State, Federal, city, and private agencies in the recruitment of adults for adult education programs; and (5) the recruitment of illiterate adults through the use of volunteers, civic organizations, teacher corps, etc. Specific objectives and activities are given for each in order that the reader may select those appropriate to program needs. Appended are sample forms and specific information related to Louisiana parishes. (Author/AJ)

ED 101 164 95 CE 002 927

USOE Region III Adult Education Staff Development Project. First Annual Report: July 1972-June 1973.

Maryland Univ., College Park. Conferences and Institutes Div.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Sep 73

Grant—OEG-0-72-1440

Note—233p.

EDRS Price MF-\$0.76 HC-\$12.05 PLUS

POSTAGE

Descriptors—*Adult Education, Annual Reports, Guidelines, *Manpower Development, *Manpower Needs, Objectives, Regional Cooperation, Regional Planning, *Regional Programs, Staff Improvement, *Staff Role
Identifiers—*Region 3

The project was conceived to create a permanent regional staff development system for education of adults. Staff needs were determined by each State in the region (District of Columbia, Maryland, Pennsylvania, Virginia, and West Virginia) through a survey. The survey also provided information about unique resources and approaches that could be shared effectively throughout the region, avoiding inefficient duplication. The most significant result of the needs survey was the development of an on-going process for identifying ideal staff roles, the functions to be performed in each role, and the specification of the competencies and criteria levels required for acceptable performance. The project has gone through two phases, a portion of which involved an analysis of participants in staff development activities. The third phase is to begin in July 1975, and is perceived in terms of factors which would indicate to planners that a permanent staff development system does exist. The regional office provides services and activities to the project in administration, technical assistance, program and staff development activities, and project evaluation. Regional programs for each State outline State objectives and list State staff. (The 100-page appendix provides guidelines, models, and project-related material.) (AG)

ED 101 165 CE 002 931

Sharp, Robert B., Comp.

Adult Learning and Counseling: Final Report.
Laramie County Community Coll., Cheyenne, Wyo.

Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date 15 Jul 72

Note—58p.

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—*Adult Basic Education, *Adult Counseling, *Adult Education Programs, Case Studies (Education), Continuing Education Centers, Counseling Programs, *Educational Research, Individualized Instruction, Instructional Staff, *Program Descriptions, Recruitment, Tables (Data)

Located in a low income model cities area of Cheyenne, Wyoming, the project provided adult basic education and vocational counseling services. The document offers a detailed summary of its staff and their qualifications, the agenda of a staff workshop, and a summary of the center's recruitment activities and problems. A brief description of the center's programs include its instructional activities in reading, social studies/science, math, and language and programs of employment orientation, English as a second language, and consumer education. A case study illustrating the student counseling program and procedure is presented with the individualized educational program developed to meet the specific needs of the case. The counseling program was aimed at enhancing the educational environment, and counselors' activities included recruitment of students, testing, program evaluation, and some teaching. A research project explored the impact of goal specificity on achievement in adult education. Methodology and analysis procedures for this project are described and findings tabulated. Though generally inconclusive, results provide preliminary information for further research. (MW)

ED 101 166 95 CE 002 932

Project ERA (Enrollment, Retention, Advancement) in Model Cities Area: First Year Report: June 26, 1972-June 25, 1973.

Providence School Dept., R.I.

Spons Agency—Office of Education (DHEW), Washington, D.C. Div. of Adult Basic Education.

Bureau No.—V224078

Pub Date 73

Grant—OEG-1-72-5002(324)

Note—124p.

EDRS Price MF-\$0.76 HC-\$5.70 PLUS POSTAGE

Descriptors—*Adult Basic Education, Adult Education Programs, Class Attendance, Cultural

Factors, *Demonstration Projects, Dropout Problems, Educational Innovation, *English (Second Language), *Enrollment Influences, Functional Illiteracy, *Home Instruction, Illiterate Adults, Instructional Materials, Program Descriptions, Program Evaluation, Recruitment, Vocational Counseling
Identifiers—*Project ERA

The first year report summarizes the activities of Project ERA (Enrollment, Retention, and Advancement), an adult basic education demonstration project in the Providence Model Cities area. The program was committed to demonstrate an effective and imaginative effort in the Model Cities area for recruiting and instructing hard-core functionally illiterate adults and for teaching English as a Second Language (ESL) to non-English-speaking adults. One hundred adult students enrolled in the program. The most innovative element of the program was the home class method of delivery of ESL instruction, with 30 home study groups of five or more students. The transient nature of the population and subculture conflicts, however, affected attendance and student retention in the program. Problems related to student evaluation, followup of inactive students, and record keeping are noted. A 100-page appendix includes promotional materials, contact letters, mailing lists, radio and television public service announcements, and press releases. Also appended are new forms developed as a result of Project ERA experience and two sample learning activity packages—vocational planning and transportation costs. (MW)

ED 101 167 CE 002 934

El Chicano: A Call for Cohesion.

Pub Date 71

Note—144p.; May be marginally legible

EDRS Price MF-\$0.76 HC-\$6.97 PLUS POSTAGE

Descriptors—*Adult Basic Education, *Adult Vocational Education, American Indians, Bilingual Education, Bilingual Teacher Aides, Communication Skills, Cooperatives, Curriculum Development, *Early Childhood Education, Economic Development, Economic Education, English (Second Language), *Mexican Americans, *Program Development, Research Needs

The purpose of the paper is to outline some of the problems and constraints which currently prevent the use of scarce resources to provide effective programs for Mexican-Americans and Indians in the Southwestern United States, and to propose a project designed to reduce bureaucratic constraints; focus is primarily on the preschool and elementary child (on developing programs which will help him negotiate the schools and on charging the schools to meet his needs). In addition, adults are involved in a three-phase program which includes adult basic education, training activities for adults who wish to work as teacher aides, and alternative training activities enabling adults to initiate "cooperatives" for establishing self-directed economic development enterprises of their own. Support activities include specific training for teachers and adults, as well as curriculum development efforts where materials are irrelevant or non-existent. Among the appendices is a 45-page report titled "Research and Development Needs and Priorities for the Education of the Spanish-Speaking People," by Dr. Atlano A. Valencia in 1970, a Bureau of Research project undertaken by a selected committee for the Southwestern Cooperative Educational Laboratory, Inc. (Author/AJ)

ED 101 168 95 CE 002 935

Summer Institute for Adult Basic Education—Teachers of Spanish-Speaking Adults: July 12-30, 1971. Final Report.

New Mexico State Dept. of Education, Santa Fe. Div. of Adult Education; New Mexico Univ., Albuquerque. Coll. of Education.

Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C. Div. of Adult Education Programs.

Pub Date Aug 72

Grant—OEG-0-71-3409(323)

Note—34p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—*Adult Basic Education, Behavioral Objectives, Cultural Awareness, *Effective Teaching, English (Second Language), Individual Needs, *Institutes (Training Pro-

grams), Microteaching, Personal Growth, Reading Skills, *Spanish Speaking, Summer Institutes, *Teacher Education
Identifiers—New Mexico

The University of New Mexico conducted an Institute for Adult Basic Education Teachers with the goal of encouraging the approximately 100 participants, all teachers of Spanish-speaking adults, to integrate their previous knowledge and training with the information, materials, ideas, and techniques presented at the institute, to make them more effective teachers. The main goal was accomplished through the instruction related to the institute's program objectives: (1) how to write and utilize behavioral objectives which will improve their teaching; (2) instruction in the techniques of microteaching; (3) to aid in the understanding and appreciation of the sociopsychological realities and problems of the Spanish-speaking adult; (4) instruction in the most effective methods of teaching English as a second language and teaching reading skills in an integrated program; and (5) the utilization of the personal growth curriculum in order to meet individual needs. To attain these objectives the institute's program concentrated on the subject areas of cultural awareness, personal growth curriculum, English as a second language, reading and guidance and counseling. One of the most important by-products of the institute was the development of a reading kit for beginning ABE teachers, which is briefly outlined at the conclusion. (BP)

ED 101 169 95 CE 002 937

Application of the Individually Prescribed Instructional System to Adult Basic Educational Programs in Nevada: June 1, 1969 - June 30, 1970. Final Project Report.

Nevada State Dept. of Education, Carson City. Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 70

Grant—OEG-0-9-382062-4688(324)

Note—71p.; For a further report, see CE 002 936

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—*Adult Basic Education, Adult Education Programs, Adult Reading Programs, *Individualized Instruction, Instructional Materials, *Material Development, Mathematics Instruction, *Mathematics Materials, Reading Instruction, *Reading Materials, Skill Development
Identifiers—Individually Prescribed Instruction, IPI

The intent of the Nevada project was to assess, redevelop, and rewrite basic elementary reading and mathematics curriculum materials. The reading and mathematics curriculum project was to be prepared for use with adults in basic education programs functioning under the Individually Prescribed Instructional (IPI) system. Over 8,000 skill page products were developed and organized into sets or units that focus on a stated skill objective. The skill page set is organized to provide resources, develop understanding, and provide practice or application. A typical set includes review pages, student activity and practice pages, teacher pages, a summary practice page, skill tests, and supplementary resources. Active learner participation and the implementation of individualized instruction were viewed as favorable outcomes of the revision, but recommendations were made for further changes prior to field testing the materials. Skill page samples typical of the mathematics and reading materials developed in the project are displayed in the appendix. (MW)

ED 101 170 CE 002 939

Smith, Robert R. And Others

A Survey of the Study-Release Policies of American Correctional Agencies.

Rehabilitation Research Foundation, Montgomery, Ala.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Report No.—DLMA-21-01-73-38-10; RRF-318-5-

74

Pub Date May 74

Note—14p.

Available from—National Technical Information Service, Springfield, Virginia 22151 (\$3.00)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Community Programs, *Correctional Education, Correctional Rehabilitation, *Corrective Institutions, Educational Policy, *National Surveys, *Rehabilitation Programs, *Released Time, Vocational Education, Vocational Rehabilitation

Identifiers—*Study Release Programs

The report describes the results from a survey of the study-release policies of the 50 State correctional systems, the District of Columbia Department of Corrections, and the Federal Bureau of Prisons. The data reported are for the year 1971, and they were collected during 1972. Every correctional agency responded to the survey questionnaire and, of the 52 agencies contacted, 42 operated study-release programs at the time of the survey. Of a total of 3,087 offenders who had participated in study-release during the year, only 74 (2 percent) absconded from the program. Forty agencies indicated that study-release helped their rehabilitation efforts. (Author)

ED 101 171 CE 002 940
Fry, John P.

The Army Officer as Performance Manager.
Professional Paper No. 13-74.

Human Resources Research Organization, Alexandria, Va.

Report No.—HumRRO-PP-13-74
Pub Date Aug 74

Note—16p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS
POSTAGE

Descriptors—*Armed Forces, Contingency Management, Counseling, Decision Making, *Experimental Programs, Innovation, Leadership, Leadership Styles, *Leadership Training, Military Personnel, Motivation, *Officer Personnel, Performance, Problem Solving, Psychological Studies, *Skill Development, Training

Identifiers—Participative Management

This paper describes the results of one Army officer's experiment in applying the techniques of psychological research on the job. With a view to developing his subordinates' leadership ability and initiative, and permitting them an active role in managing the battalion, he emphasized particularly the principles of "contingency management" (motivation by incentives), "participative management" (group problem-solving and decision-making), and "performance counseling." Despite some initial resistance by other officers, the experiment paid off in terms of battalion morale, which was rated high, responsiveness, and esprit de corps. Although emphasis was on self-motivation rather than the threat of punishment as a motivating force, there was no breakdown in discipline. Future development and field-testing will be needed to provide additional information for evaluating the use of such leadership techniques in the Army. (Author)

ED 101 172 95 CE 002 941
Bailey, C. J., Comp. And Others

Morehead Adult Basic Education Teacher-Trainee Reading Workshop, July 19-August 6, 1971.
Final Report.

Morehead State Univ., Ky. Appalachian Adult Education Center.

Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Pub Date 31 May 72
Grant—OEG-0-71-3406(323)

Note—129p.

EDRS Price MF-\$0.76 HC-\$6.97 PLUS
POSTAGE

Descriptors—*Adult Basic Education, Adult Characteristics, Adult Educators, Individualized Instruction, Mathematics Instruction, Participant Characteristics, *Program Descriptions, Program Evaluation, Reading Skills, Tables (Data), Teacher Education, *Teacher Educator Education, *Teacher Workshops

The workshop concentrated on the training of teacher-trainer teams in the areas of individualized reading and mathematics and the characteristics of disadvantaged adult learners. Each participant had an individual learning prescription for the three weeks based on his formal preparation, work experience, job responsibilities, own feelings of competence, and achievement on the pretest. Methods of instruction were lecture, small groups, programmed instruction, other individual work, demonstration, and practicum ex-

periences. A reading placement inventory was presented which enabled Adult Basic Education (ABE) teachers to quickly determine the reading level of a beginning ABE student. Through follow-up activities and on-site visits by the workshop staff, quantitative and qualitative information was gathered on the impact of the workshop on teacher training in Regions 4 and 6. Data collected on local workshop participant characteristics illustrated that more than half of the ABE teachers had no course work in reading or mathematics and had never attended an ABE institute or taken a course in ABE prior to the local workshop. (The participant pretest, workshop evaluation, and data on workshop participants are included.) (Author/AG)

ED 101 173 CE 002 942

Stephenson, Robert W. And Others

A Modular Approach to Proficiency Testing.

American Institutes for Research in the Behavioral Sciences, Washington, D.C.; Army Research Inst. for the Behavioral and Social Sciences, Arlington, Va.

Pub Date Sep 73

Note—29p.; Paper presented at the Annual Conference of the Military Testing Association (15th, San Antonio, Texas, October 28-November 2, 1973)

EDRS Price MF-\$0.76 HC-\$1.95 PLUS
POSTAGE

Descriptors—Evaluation Methods, *Individual Tests, *Military Personnel, Models, *Occupational Tests, *Task Analysis, Task Performance, Test Construction

Identifiers—Proficiency Tests

A new, more specific language for describing work activities, based upon the duty module (clusters of tasks that tend to go together occupationally and organizationally in meaningful ways) is being designed for the Army. The purpose is to improve communications between resource and requirement planners and program operators. The paper proposes two different kinds of modular evaluation devices: sets of tasks performed by individuals, and sets of tasks performed by organizational units. Most of the document examines and evaluates existing approaches to proficiency testing in the Armed Forces. Some duty modules are listed but the proposed designs have been neither analyzed nor evaluated. Recommendations are made for further development of the duty module concept. (NH)

ED 101 174 CE 002 943

For Medical Technologists: The Frontier of Clinical Pathology. Six Interviews Conducted at the National Institutes of Health.

National Institutes of Health (DHEW), Bethesda, Md. Clinical Center.

Report No.—DHEW-NIH-72-324

Pub Date Jun 72

Note—17p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS
POSTAGE

Descriptors—*Employment Opportunities, Government Employees, Health Occupations, Job Satisfaction, *Job Skills, *Laboratory Technology, Medical Research, *Medical Technologists, *Occupational Information, Work Attitudes, Work Environment

Identifiers—National Institutes of Health, NIH

The responses of six medical technologists to an interviewer's questions give a view of the working life in the clinical pathology laboratory of the National Institutes of Health (NIH). The technologists cite the competence of co-workers, sophisticated equipment, opportunities to further their education, and the challenge of participation in research as special benefits of working at NIH. High pay and many fringe benefits are mentioned as appealing, and the social and cultural attractions of Washington, D. C. are discussed. Each of the technologists questioned explains some technical aspects of her work, discusses her educational background, and reveals some goals for her future. (AJ)

ED 101 175 CE 002 944

Systematic Nursing Assessment: A Step toward Automation.

Health Resources Administration (DHEW/PHS), Bethesda, Md. Div. of Nursing; State Univ. of New York, Buffalo. School of Nursing.

Report No.—DHEW-HRA-74-17

Pub Date 741

Note—172p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 1741-00073, \$2.40)

EDRS Price MF-\$0.76 HC-\$8.24 PLUS
POSTAGE

Descriptors—*Clinical Diagnosis, Community Health, *Computer Oriented Programs, *Information Systems, Medical Case Histories, *Medical Evaluation, Medical Services, *Nursing, Patients (Persons), Recordkeeping

The project's broad objective was to improve patient care through the development of a manual or computer-assisted tool for assessing patient health/illness status and recording essential information throughout a period of care. The project sought contributions from practicing nurses in identifying the descriptive clinical information needed to give excellent patient care. Essential information was then organized into nursing assessment forms adaptable to machine processing. Chapter one introduces the philosophy, objectives, and scope of the study. The past, current, changing, and future role of the nurse is considered in chapter two. Chapter three describes computer technology in medical institutions. The developmental process of the project, including testing and revision of nursing assessment forms, is reviewed in chapter four. Chapter five presents preparations for computer applications. Chapter six presents the summary, conclusions, applications and recommendations. Content of the assessment tools was considered appropriate to decisions made in developing a plan of care, but a more extensive study to establish validity of terms and adequacy of data is recommended. Nursing assessment forms and manuals for hospitalized patients and community health are included. Also appended are a description of study hospitals and agencies, members of committees, and community health concepts. (Author/NH)

ED 101 176 CE 002 945

Ash, Robert D., Sr.

A Follow-up Study of the Graduates of Carrollton High School, Carrollton, Michigan 1964-1973.

Pub Date Jul 74

Note—181p.; Ph.D. Dissertation, Walden University

EDRS Price MF-\$0.76 HC-\$9.51 PLUS
POSTAGE

Descriptors—*Curriculum Evaluation, *Data Collection, Doctoral Theses, Educational Improvement, Followup Studies, *Graduate Surveys, High School Curriculum, High School Graduates, Occupational Surveys, Questionnaires, *Secondary Education

Identifiers—*Michigan

One thousand and fifty-eight graduates from Carrollton High School (Michigan) between 1964 and 1975 were involved in a normative survey using a two-page questionnaire and telephone follow-up. It was hoped to discover strengths and weaknesses that might exist in the school's curriculum and to determine if the quality of education had met the needs of most graduates. Answers were received from 640 or 60.5 percent of the graduates. Selection of participating graduates was made by unrestricted sampling. Questions covered past and present employment, adequacy of high school experience in relation to work or study, factors affecting remaining in school to graduate, and satisfaction with guidance services. An analysis of data indicated that 70 percent of the respondents were satisfied with the educational program, that no drastic educational program changes were needed, and that a large number of graduates remained in the local area for further education and employment. Business education, science, and mathematics courses were reported as most beneficial. Guidance counseling and teacher performance were considered the weakest part of the program. Nine recommendations are made regarding school programs and services, activities, and teachers. A nine-page bibliography, the questionnaire, and the response coding system are appended. (Author/NH)

ED 101 177 CE 002 946

Atwater, David C. And Others

The Unobtrusive Measurement of Racial Bias Among Recruit Classification Specialists.

Navy Personnel Research and Development Center, San Diego, Calif.

Report No.—NPRDC-TR-75-6

Pub Date Oct 74

Note—67p.

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—*Bias, Data Collection, *Military Personnel, Military Training, *Personnel Selection, *Racial Attitudes, *Racial Discrimination, Racial Factors

Unobtrusively-gathered historical data documenting decisions made in the Navy's recruit classification process were utilized to determine whether there were significant differences between black and white classification interviewers in their treatment of black and white recruits. Decisions involving 17,752 recruits (2,413 black) and 46 classifiers (eight black) were investigated. Criteria designed to reflect type of assignment and quality of assignment were analyzed to determine if various combinations of recruit and classifier race could account for criterion variance. The nature of the classification procedure resulted in the essentially random assignment of black and white recruits to black and white classifiers. This permits a number of interesting comparisons and obviates numerous problems inherent in racial bias studies. The major hypothesis that black and white classifiers would be differentially biased in their treatment of black and white recruits was not supported. A second hypothesis that classifiers within either racial group would be differentially biased was also not supported. Sample sizes were so large that classifier bias accounting for as little as one percent of the criterion variance would have been detected as significant. Thus, there was neither statistically significant nor practically significant bias detected among classification specialists. (Author/SA)

ED 101 178 **CE 002 947**

Development of Career Progression Systems for Employees in the Foodservice Industry. Final Report.

National Restaurant Association, Chicago, Ill. Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Report No.—DMLA-82-17-71-19-(2)

Pub Date 15 Apr 74

Note—186p.

Available from—National Technical Information Service, Springfield, Virginia 22151

EDRS Price MF-\$0.76 HC-\$9.51 PLUS POSTAGE

Descriptors—*Career Ladders, *Feasibility Studies, *Food Service Industry, *Food Service Occupations, *Job Analysis, Systems Approach, Work Environment

Firms representing four segments of the food-service industry (institutional foodservice (9 jobs), commercial restaurants (19 jobs), hotel foodservice (100 jobs), and airline foodservice (10 jobs), participated in a career and training study to test the feasibility of designing and implementing career progression (c.p.) systems within these segments. The firms were examined in the areas of organizational environment, production process, employee recruitment and promotion, job analysis and c.p., support systems for c.p., management decision on implementing c.p., and effects of the Career and Training Study. Major findings were: c.p. systems are applicable to the foodservice industry; a modified job task analysis is an effective method for structuring the data required to design such systems; the National Restaurant Association is an effective vehicle for communicating the c.p. concept; worker productivity measures generalizable to all segments of the industry could not be developed; labor union affiliation was not a barrier to the introduction of c.p. systems; a c.p. system is one segment of a total personnel structure and cannot be introduced in the absence of a series of employee-centered personnel policies and procedures. Study related materials are appended. (Author/NH)

ED 101 179 **CE 002 948**

New Concepts of Work.

Canadian Council on Social Development, Ottawa (Ontario).

Pub Date Mar 73

Note—152p.; Proceedings of a conference sponsored by The Canadian Council on Social Development; Ottawa, Ontario, March 26-27, 1973

Available from—Publications Section, Canadian Council on Social Development, 55 Parkdale, Box 3505, Station C, Ottawa, Ontario K1Y 4G1 (\$4.00)

Document Not Available from EDRS.

Descriptors—*Changing Attitudes, *Conference Reports, Employment Opportunities, Employment Programs, *Futures (of Society), Government Role, Guaranteed Income, Income, Job Satisfaction, Socioeconomic Influences, *Work Attitudes

Identifiers—*Canada

The two-day Canadian conference focused on the topics: "Why are new concepts of work emerging?" and "How can we encourage desirable new work concepts in our society?" Following an introductory summary by David P. Ross, Stephen Peitchinis (Dean, School of Business Administration, University of Calgary) presented the economic circumstances of the work concept—implications of market orientation (market price, worker productivity, and worker payment) and the relationship between work and leisure. Another presentation by David Woodsworth (Director, School of Social Work, McGill University) discussed the social circumstances of the work concept—increased exchange of social/work relationships and the identification of services and values appropriate for a post-industrial (service) society. Included in the document is the verbatim participant discussion which followed the presentations. Some areas of concern were lack of job satisfaction, lack of jobs, and inequitable distribution of income. The second conference day followed a similar format. Larry I. Bell (United Community Services of the Greater Vancouver Area) offered suggestions for community involvement in providing employment opportunities. Ken Svenson (Alberta Department of Manpower and Labor) spoke on the governmental role in relation to guaranteed income, the guaranteed work concept, and various employment programs. Names and addresses of participants are included. (EA)

ED 101 180 **CE 002 949**

Gourley, Frank A., Jr.

A State System for Technical Education.

Pub Date 74

Note—13p.; Paper presented at the Annual Meeting of the American Society for Engineering Education (Rensselaer Polytechnic Institute, Troy, New York, June 1974)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Community Colleges, *Educational Administration, Engineering Technology, *Instructional Systems, *State Schools, *Technical Education, Technical Institutes

Identifiers—North Carolina

The North Carolina Community College system is composed of 57 technical institutes and community colleges where a variety of curriculums and courses are available. Engineering technology programs have been offered since 1957; at the present time, 180 different occupational curriculums are offered in one or more institutions. In a State system of technical education, local autonomy is a common practice, and the community institution's emphasis is on providing educational programs to meet local needs. There is some degree of State-level leadership provided by the Department of Community Colleges and an effort to be involved in several common administrative concerns. There is a great amount of cooperation among institutions. Enrollment for 1973-74 in the engineering technologies is 4,780, representing about 12 percent of the enrollments in all technical education curriculums. Equipment lists are used to meet State standards. Most of the institutions have common administrative hierarchies, but no two institutions are alike, and no curriculum is exactly alike in any two institutions. Accreditation is a continuing process. Present emphasis is on program improvement and development of new programs. Some work is being done on program articulation with four-year institutions. Inservice education activities are conducted to promote quality programs. (AG)

ED 101 181 **CE 002 950**

Manpower Research and Development Projects; 1973 Edition.

Manpower Administration (DOL), Washington, D.C.

Pub Date 73

Note—324p.; For the 1972 report see ED 078 186

EDRS Price MF-\$0.76 HC-\$15.86 PLUS POSTAGE

Descriptors—Disadvantaged Groups, Doctoral Theses, *Employment Programs, Information Sources, Labor Market, *Manpower Develop-

ment, *Manpower Utilization, Policy, Policy Formation, *Program Descriptions, Program Planning, Program Proposals, Research and Development Centers, *Research Projects, Work Experience Programs

The third edition of Manpower Research and Development Projects presents descriptions of 455 projects which are grouped by subject matter to facilitate description of the research and development program and the use of the material. The 199 doctoral dissertation grants and the 12 manpower research institutional grants are classified by subject matter in the index only. Items are grouped by completion status in all chapters. A new feature of this year's edition is a listing, where relevant, of reports emanating from each project and information about where they may be obtained. Project reports are grouped under the following headings: programs for the use and development of manpower; special target groups; manpower program planning and administration; the labor market; and manpower, economic, and social policies. Two appendices, important for those interested in submitting proposals for research and development projects, give guidelines for submission of proposals and the text of the Manpower Development and Training Act of 1962 which outlines the goals and functions of the research and development program. The volume concludes with four indexes: contractor and grantee organizations; individuals associated with contracts and grants; contract and grant numbers; and research subjects. (Author/NH)

ED 101 182 **CE 002 951**

Manpower Research and Development for Counselors. R and D Bibliography No. 1.

Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Pub Date 72

Note—13p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Annotated Bibliographies, Counseling Programs, Employment Opportunities, Employment Programs, Federal Programs, Job Training, Labor Market, Labor Supply, Manpower Development, Program Descriptions, Rehabilitation Programs, *Research Projects, State Programs, Vocational Development

Identifiers—Paraprofessionals

The 10-page bibliography is a selective list of reports completed under contracts and grants from the Manpower Administration, Office of Research and Development. The reports are based on comprehensive and innovative research and development projects and are listed under the following headings: (1) Use and training of paraprofessionals; (2) Counseling theory and techniques; (3) Corrections and social rehabilitation; (4) Employability, training and career development; (5) Labor supply and demand; and (6) Miscellaneous publications. The listings are by program title and include a brief description of each project. (Author/BP)

ED 101 183 **CE 002 952**

Levine, Eugene, Ed.

Research on Nurse Staffing in Hospitals; Report of the Conference, May 1972.

National Institutes of Health (DHEW), Bethesda, Md. Div. of Nursing.

Report No.—DHEW-(NIH)-73-43-1

Pub Date May 72

Note—193p.; Report of the conference (Fredericksburg, Virginia, May 23-25, 1972)

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 1741-00055, \$2.35)

EDRS Price MF-\$0.76 HC-\$9.51 PLUS POSTAGE

Descriptors—Administrative Problems, *Conference Reports, Costs, Evaluation Criteria, Facility Requirements, *Hospital Personnel, Human Services, Information Systems, Medical Services, Nurses, *Nursing, Patients (Persons), Personnel Needs, *Research, Research Methodology, Research Needs, Speeches, *Staff Utilization

The conference brought together 45 persons who have had extensive experience in nurse staffing research. After the leadoff paper by Myrtle K. Aydelotte, which presented an overview of nurse staffing research, 10 papers were presented on variables considered to be significant in in-

fluencing the quantitative and qualitative demand for nurse staffing. These included patients' requirements for nursing services, architectural design of the hospital, administrative and cost factors, and social-psychological factors. In addition, papers were presented on the evaluation of quality of nursing care and the impact of computerized information systems on staffing. The papers were followed by presentations by discussion leaders who addressed themselves to points raised in the papers. These presentations, the opening remarks of Jessie M. Scott, and a summary and synthesis of the entire conference are also included in the publication. Appended are four task force reports offering recommendations on future directions for research. (Author/MW)

ED 101 184 CE 002 953
A Directory of Programs Training Physician Support Personnel: 1973-74.

American Medical Association, Chicago, Ill. Dept. of Health Manpower: Health Resources Administration (DHEW/PHS), Bethesda, Md. Div. of Manpower Intelligence.
Report No.—DHEW-NIH-74-318
Pub Date 74
Note—35p

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Certification, *Courses, *Directories, Health Occupations, *Health Occupations Education, Hospital Personnel, Job Training, *Physicians Assistants, Post Secondary Education, Vocational Development, Vocational Education

The directory provides a comprehensive list of programs for training physician support personnel and reflects increasing interest in efforts to train new types of physician support personnel to perform tasks that significantly extend the services of physicians. The programs in this directory are arranged by State, city, and program title within the following categories: (1) Programs to train assistants to a Primary Care Physician only; (2) Programs to train assistants to a Physician practicing Specialty only; and (3) Programs to train assistants for a Primary Care and/or Specialty Physician. Each entry provides information on entrance requirements, length of program, when class begins, class capacity, credentials awarded, and sources of financial aid. (Author/BP)

ED 101 185 CE 002 954
A Directory of Programs Preparing Registered Nurses for Expanded Roles: 1973-74.

American Medical Association, Chicago, Ill. Dept. of Health Manpower: Health Resources Administration (DHEW/PHS), Bethesda, Md. Div. of Manpower Intelligence.
Report No.—DHEW-NIH-74-311
Pub Date 74
Note—40p

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Courses, *Directories, Health Occupations Education, Health Personnel, Job Training, Masters Degrees, Medical Education, *Nurses, Nursing, Post Secondary Education, *Professional Continuing Education, Vocational Education

The booklet provides a listing of both long-term and short-term educational programs and is aimed at providing students, counselors and health planners with much needed information on training programs in relatively new fields of nursing. It provides information on location, entrance requirements, length of program, when classes begin, and sources of financial aid. The booklet separates programs that prepare registered nurses for an expanded role into two sections: (1) Programs awarding a certificate; and (2) Programs awarding a master's degree. Section one is alphabetically arranged by State, program and city. Section two is arranged alphabetically by State and city. Since each Master's degree program has several areas of concentration, the areas of concentration have been alphabetically arranged within each institution. In addition, an index has been included in the front of Section two to help in locating those master degree programs of possible interest. (Author)

ED 101 186 95 CE 002 955
The Report of a New England Conference on Environmental Education in Adult Basic Education, June 16-18, 1971.

Spons Agency—New England Center for Continuing Education, Durham, N.H.; Office of Education (DHEW), Washington, D. C. Div. of Adult Basic Education.

Pub Date 71
Note—21p; Conference held at Durham, New Hampshire (June 16-18, 1971)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Adult Basic Education, *Conference Reports, Curriculum Development, *Educational Needs, *Environmental Education, Interinstitutional Cooperation, Program Planning, Regional Cooperation, *Regional Planning

The report describes the process and content of a cooperative regional approach aimed at introducing environmental education into the Adult Basic Education (ABE) curriculum. Tracing the purposes, planning, development, and design of the conference, the document offers need statements developed to serve as a general guide from which to plan positive action programs at the regional, State, and local levels. Teacher education needs, community needs, participant needs and ABE program needs are listed, concluding that: (1) Followup action should be implemented through the establishment of a task force; (2) That local conditions be considered and local in-service teaching institutes planned; (3) ABE environmental education curriculum materials should be developed and distributed; and (4) Federal support should be continued. A list of conference participants and the conference agenda are appended. (MW)

ED 101 187 CE 002 956

Darkenwald, Gordon G. And Others
Problems of Dissemination and Use of Innovations in Adult Basic Education; Volume II of Planning for Innovation in Adult Basic Education.

Columbia Univ., New York, N.Y. Center for Adult Education.

Report No.—CAE-RR-3

Pub Date 74

Note—147p; For volume one, see ED094 163; for summary of volume two see ED095 430

EDRS Price MF-\$0.76 HC-\$6.97 PLUS POSTAGE

Descriptors—*Adult Basic Education, Adult Education, Adult Education Programs, *Demonstration Projects, *Educational Innovation, Educational Research, Federal Legislation, Field Studies, *Information Dissemination, Information Networks, Program Effectiveness, *Program Evaluation, Questionnaires, State Programs, Tables (Data)

Identifiers—Project IDEA

The study focuses on the Special Projects Program authorized under section 309(b) of the Adult Education Act of 1966 and analyzes the 309(b) program to determine why dissemination of results to local adult basic education (ABE) programs has been less effective than desired. The document contains: (1) An examination of the policies and activities of the U.S. Office of Education's (USOE) Division of Adult Education Programs (DAEP); (2) An analysis of the effectiveness of the 309(b) system based on field studies of seven projects and survey findings; (3) An examination and multiple regression analysis of the organizational characteristics of local ABE programs as users of innovations; and (4) A summary of major findings and policy implications. Concluding the document, recommendations emphasize that a major objective of the 309(b) program is to improve existing State grant ABE programs, and that to achieve this objective, local ABE programs must become more aware of 309(b) outcomes and utilize them. An epilogue offers an overview of Project IDEA (Innovation Dissemination for the Education of Adults), launched in 1973 as the first step toward a national dissemination system. Appended are: a local program questionnaire, USOE DAEP staff questionnaire, State ABE director questionnaire, and the construction of indices of innovativeness, 309(b) adoption, program security, and professionalism. (MW)

ED 101 188 88 CE 002 957
Grindstaff, Colleta

Comprehension Skills, Unit 3. Morehead ABE Teacher Training Institute.
Morehead State Univ., Ky. Appalachian Adult Education Center.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Aug 71

Grant—OEG-0-71-3406

Note—69p

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—Adult Basic Education, Adult Reading Programs, Cloze Procedure, Cognitive Processes, Content Reading, Effective Teaching, Factual Reading, Questioning Techniques, *Reading Comprehension, Reading Development, *Reading Instruction, *Reading Skills, Taxonomy, *Teaching Methods, *Vocabulary Development, Word Study Skills

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III

In its treatment of the development of reading comprehension, the document considers the topics of general understanding, influence of vocabulary and word meaning, relationships to subject matter areas, and techniques for study and questioning. Unit one, entitled Analysis of Style, deals with grasping the main idea; directly stated facts and reading for details; making inferences; and steps in reading to follow directions. The teaching of vocabulary and a list outlining constructs are offered in unit two. Comprehension skills pertinent to content area with suggestions relating to mathematics and science are considered in unit three. Focusing on psychological set and teaching learning techniques, unit four briefly outlines the principles of the CLOZE procedure, SQ3R, and D-R-T-A methods. The final unit discusses questioning techniques, the taxonomy of questioning techniques, the kinds of classroom questions, and the taxonomy of reading comprehension. (MW)

ED 101 189 95 CE 002 958

Gila River Indian Community ABE Experimental Demonstration Project: Final Report, June 3, 1972-May 31, 1973.

Gila River Indian Community, Sacaton, Ariz. Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C. Div. of Adult Education Programs.

Bureau No.—V224029

Pub Date 73

Grant—OEG-9-72-0067

Note—70p; Filmed from best copy available

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—*Adult Basic Education, Adult Programs, *American Indians, Corrective Institutions, Counselor Training, Demonstration Projects, Disadvantaged Groups, Dropout Rehabilitation, Instructional Materials, Paraprofessional School Personnel, *Program Descriptions, *Program Evaluation, Rehabilitation Counseling, Reservations (Indian), Statistical Data, Student Motivation, Teacher Education, Teaching Methods, Training Techniques, *Tutorial Programs

The purpose of the project reported on and evaluated in the document is to develop new approaches in Adult Basic Education to motivate undereducated, alienated, and disadvantaged American Indian adults. The project is located in central Arizona, serving a population of about 8,000. High school-dropout rates, unemployment, alcoholism, and health problems are characteristic. One objective is to reach those considered unreachable by providing tutoring in a learning center, in jail, in an alcoholics' halfway house, and in participants' homes. Local residents were trained as staff, to perform tutoring and counseling functions. A six-week staff training program was supplemented by weekly in-service sessions with associate professionals. The report briefly outlines background, training procedures, the program's scope, evaluation methods, and conclusions and recommendations. Sample forms are appended. More than half the total document is comprised of an independent evaluation, which considers each of the project's specific objectives. Tables of data are provided on participants' background and on their achievements in academic areas, as such data relates to the objectives. A new project year has been funded. (Author/AJ)

ED 101 190 95 CE 002 959
Drake, James Bob Morgan, Alice S.

A Career Decision-Making Model Utilizing Adult Basic Education and Counseling for the Under/Unemployed Adult and Family. Final Report.

Auburn Univ., Ala. Dept. of Vocational and Adult Education; Huntsville City Schools, Ala. Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No—V324304

Pub Date Jul 74

Grant—OEG-4-73-7105

Note—177p.

EDRS Price MF-\$0.76 HC-\$9.51 PLUS POSTAGE

Descriptors—Adult Basic Education, *Adult Education Programs, Adult Educators, Career Choice, *Career Planning, Decision Making, *Decision Making Skills, Disadvantaged Groups, Employment, Family Counseling, Family Influence, Family Involvement, Models, Personal Values, Pilot Projects, *Program Descriptions, *Program Evaluation, Teacher Role, Vocational Aptitude, Vocational Counseling

The purpose of the project was to perfect a career decision-making model that could be used by an adult basic education teacher to help the disadvantaged adult upgrade himself educationally and make a realistic career decision based upon his and his family's personal value system; his goal decided upon, the model could be used to help him determine the best route to his selected career. The evaluation of the project attempts to illustrate how the project was interperched with a total adult education program to achieve its objectives, and to improve the total program. The evaluators visited the project four times during the year for program observation and review, and consultation with the project staff. The program description provided is detailed and comprehensive; the evaluators have placed the program in context with many tables of relevant statistical data. Evaluation is made with reference to each of the project's specific objectives. Nearly 5,000 adult learners were served during the year, at a total cost slightly exceeding \$200,000. The economic level of a majority of the learners did not rise during the project's duration, but the program paved the way for future improvement through the educational progress made. (Author/AJ)

ED 101 191 95 CE 002 962

Adult Basic Education Reading Institute, June 8, 1970-June 7, 1971. Final Report.

Arizona State Univ., Tempe.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 71

Grant—OEG-0-70-3552(323)

Note—89p.

EDRS Price MF-\$0.76 HC-\$4.43 PLUS POSTAGE

Descriptors—*Adult Basic Education, Adult Reading Programs, *Disadvantaged Groups, English (Second Language), *Institutes (Training Programs), Migrant Workers, Participant Characteristics, Participant Satisfaction, Program Descriptions, *Program Evaluation, Questionnaires, Summer Institutes, *Teacher Education, Teacher Workshops

The document traces the activities of the five-week summer institute which provided training for 96 teachers, primarily of migrant and disadvantaged adults in Adult Basic Education. The program activities emphasized: (1) Reading instruction for disadvantaged adults; (2) English as a second language; (3) Motivation and retention of adult learners; (4) Curriculum development; and (5) An IOTA (Instrument for the Observation of Teaching Activities) workshop on evaluation of teaching effectiveness. Personnel qualifications and organizational procedures are described and the content and activities of the IOTA workshop sessions outlined. Participant characteristics and results of a participant questionnaire evaluating the institute activities make up a large part of the document. Eleven key questions with the tabulated responses are presented. A 40 page appendix includes samples of correspondence and the following institute data: (1) A reaction inventory form; (2) Participants weekly log sheets; (3) Consultants evaluation sheet; and (4) On-site followup discussion. (MW)

ED 101 192 95 CE 002 963

Navajo Adult Basic Education: Final Report 1971-1972.

Navaho Community Coll., Many Farms, Ariz.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No—9-9-5-0-0055; 122148

Pub Date [72]

Grant—OEG-0-9-12055-4561(324); OEG-0-70-5156(324)

Note—128p.; For related document, see CE 002 964

EDRS Price MF-\$0.76 HC-\$6.97 PLUS POSTAGE

Descriptors—*Adult Basic Education, Adult Education Programs, American Indians, *Cultural Awareness, Current Events, Curriculum Development, Daily Living Skills, English (Second Language), Enrollment Influences, Inservice Teacher Education, Instruction, Learning Activities, *Navaho, *Political Attitudes, *Program Descriptions, Program Evaluation, Relevance (Education), Self Esteem, Teacher Developed Materials, Teaching Methods

The thrust of the Navajo Adult Basic Education (NABE) program is aimed at three major objectives. First, it seeks to establish, through the study of history and current events, a feeling of pride in Navajo cultural heritage, promoting self-esteem and building self-confidence. Next, it prepares the Navajo to function better in those areas of the dominant culture that most affect his life. And, finally, it teaches the traditional three R's as an outgrowth of the participants' environment and personal experience. The program has been refined to the point that it can teach and help every adult on the reservation, of whatever educational background, who is not a victim of brain damage or of personality disorganization. Organizational, enrollment, and inservice training information is contained in the report, introduced by a 15-page recounting of the history of Hispano-Anglo-Navajo relations. A curriculum overview, an instructor-by-instructor summary of "special interest" subjects covered in each classroom, a progress report, and an account of achievements constitute the heart of the document. A self-evaluation of three broad aspects of NABE operation (implementation, instructional staff, and administration), and role definitions for personnel conclude the report. Appended are maps, charts, and a budget summary. (Author/AJ)

ED 101 193 95 CE 002 964

[Navajo Adult Basic Education: Final Report. 1972-1973.]

Navaho Community Coll., Many Farms, Ariz.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No—9-9-5-0-0055; 122148

Pub Date [73]

Grant—OEG-0-9-12055-4561(324); OEG-0-70-5156(324)

Note—36p.; For related document, see CE 002 963

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Academic Achievement, *Adult Basic Education, American Indians, Art, Behavioral Objectives, Civics, Cultural Awareness, Curriculum Development, Daily Living Skills, Disadvantaged Groups, English (Second Language), Enrollment Influences, Handicrafts, Inservice Teacher Education, *Navaho, *Program Descriptions, *Program Evaluation, *Relevance (Education), Self Esteem, Voter Registration

The ultimate goal of the Navajo Adult Basic Education (NABE) program is to make the participants responsible parents so they may partake in community affairs and re-evaluate their own family affairs. The final report surveys the program's specific objectives and evaluates the year's progress toward achieving them. Major accomplishments of the year, such as educational field trips, the development of a curriculum relevant to the Navajo life experience, employment of students through arts and crafts classes, civic education and voter registration, and the development of a language program for Navajos who do not speak English, are cited. Most of the NABE instructors are untrained and uncertified; weekly inservice training in methodology, techniques, and human relations is therefore vital to the program. The evaluation portion of the document is comprised of a progress report of eight pages listing specific behavioral objectives in the curricular areas of reading and language, mathematics, social changes, and attitude, with the total number of students participating, and the number able and the number not able to demonstrate the learning. Sex, employment, income, and age data, represented graphically, complete the report. (AJ)

ED 101 194 95 CE 002 966

Pumerantz, Phillip

An Institute to Prepare Local Urban Adult Basic Education Administrators and Teachers to Become ABE Teacher Trainers: June 1, 1971-May 31, 1972. Final Report.

Bridgeport Univ., Conn. Coll. of Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No—123008

Pub Date 72

Grant—OEG-0-71-3452(323)

Note—51p.

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—*Adult Basic Education, Adult Students, Caucasians, Educationally Disadvantaged, Educational Needs, English (Second Language), Federal Programs, Information Dissemination, *Institutes (Training Programs), Microteaching, Negroes, Puerto Ricans, *Resource Units, *Teacher Educator Education, Teaching Methods, *Urban Teaching

The 12-month Federally funded project at the University of Bridgeport, Connecticut was designed to prepare adult basic education (ABE) administrators and teachers (serving urban Puerto Ricans, blacks, and whites) to become teacher trainers. Focus was on building a multi-regional teacher capability in ABE through teacher training models. Phase one involved program planning and pre-conference orientation of participants and resource personnel. A three-week on-campus workshop, phase two, centered on an in-depth study of learning modules selected by the participants. Modules selected pertained to: the nature of the undereducated urban adult learner, communication, fostering positive self-perception of urban ABE students, micro-teaching, methods and diagnosis of ABE teaching, teaching English as a second language (ESL), and diagnosis of local needs and program development. Phase three, designed to actualize the urban teacher training developed during the previous phase, proved to be the most significant part of the project. Through a task team capability delivery system, programs were launched in: Bridgeport; Raleigh, North Carolina; Amherst, Massachusetts; Glenmont, New York. An important outcome of the project was model dissemination at local, State, regional, and national levels. One-third of the document consists of appendices providing supplementary institute program information. (EA)

ED 101 195 CE 002 969

Tennessee Research Coordinating Unit for Vocational Education. Final Report, July 1, 1973-June 30, 1974.

Tennessee Univ., Knoxville. Occupational Research and Development Coordinating Unit.

Spons Agency—Tennessee State Board for Vocational Education, Nashville; Tennessee Univ., Knoxville. Coll. of Education.

Pub Date 74

Note—58p.; For the Report of July 1, 1972-June 30, 1973, see ED 087 942

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—Educational Development, Educational Research, Information Dissemination, *Information Systems, *Research Coordinating Units, *Research Projects, State Programs, Systems Development, *Technical Education, *Vocational Education

Identifiers—Tennessee

The report condenses the yearly activities of the Tennessee Research Coordinating Unit (RCU) for Vocational Education and its efforts toward fulfilling the organization's goals: (1) To stimulate, coordinate and conduct research; (2) To collect and disseminate research and information; and (3) To improve vocational-technical education. The first two sections consider the information retrieval and dissemination system and list mini-grants. The coordination of research activities is dealt with in section three; presentations to groups, conferences, technical assistance projects, and miscellaneous activities are listed. Section four presents summaries of the following major activities undertaken during 1973-74: (1) A management information system; (2) Occupational information system development; (3) Product utilization development; (4) The impact of the 1968 vocational education amendments in Tennessee; (5) A study of student satisfaction in

Tennessee's vocational-technical education programs; and (6) The 1973 U.S. Office of Education survey of post-secondary schools. A technical training needs assessment project in East Tennessee is described and research and development office activities discussed. A discussion of future activities concludes the report. A list of regional resource centers, RCU publications, and abstracts of mini-grant projects for 1973-74 are appended. (MW)

ED 101 196 CE 002 973
Career Education Motivation Activity Guide (K-6) and Supplement.

Lorain City Schools, Ohio.

Pub Date Sep 73

Note—183p.; For the secondary curriculum guide and supplement, see CE 002 975; for the staff guide and student guide, see CE 002 974; Filmed from best copy available

EDRS Price MF-\$0.76 HC-\$9.51 PLUS POSTAGE

Descriptors—Articulation (Program), Behavioral Objectives, *Career Education, Classroom Materials, Cooperative Planning, *Curriculum Guides, Educational Resources, *Elementary Education, Instructional Materials, Intermediate Grades, Learning Activities, Primary Grades, Teacher Developed Materials, Units of Study (Subject Fields)

The guide provides planned career education information outlining the scope and sequence of activities in order to assist teachers in giving students many "hands-on" experiences. Presenting the primary and intermediate career education curriculum material in a single volume facilitates program articulation. For both the primary and intermediate level, individual presentations include the career education concept which is being taught, the developmental objective, the behavioral objective, related subject areas, learning activities, and resources and materials. The career education activities at the primary level were selected to coordinate with seasonal activities and are flexible enough to be used for average, gifted, and educable mentally retarded students. The intermediate units are ideas to be expanded upon using individual innovative procedures. The supplementary volume includes additional materials, presented in the same format as the main volume, which were developed by teachers and classroom-tested. (AG)

ED 101 197 CE 002 974

Schwarz, Otto
Career Exploration Staff Guide and Student Guide, Admiral King High School.

Lorain City Schools, Ohio.

Note—65p.; For the secondary curriculum guide and supplement, see CE 002 975; for the K-6 curriculum guide and supplement, see CE 002 973

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—*Career Education, Career Planning, Educational Resources, Elementary Education, *Guides, Junior High Schools, Learning Activities, Secondary Education, Self Evaluation, *Student Role, *Teacher Role, Vocational Education

Identifiers—*Career Exploration

The two guides are part of the Lorain City Schools' career exploration program. The staff guide explains the teacher's role in career education, career education components, types of career education activities, and career clusters. The different types of resources and how they might be used in career exploration are considered. Eight sample program forms are included, and activities for two concepts—self-understanding and appraisal, and educational and vocational planning—are suggested. The student guide explains to the student how career education can help him in making career decisions. It outlines student goals for career education, explains what career exploration is and where career information can be obtained. Topics considered are: levels of education, how to survey the world of work, and the role of vocational education. A career planning guide, personality check list, and abilities check list are provided to assist the student in self-evaluation. Finally, 35 questions are presented for thought and discussion. (AG)

ED 101 198 CE 002 975
Career Education Orientation and Exploration Curriculum Guide (7-10) and Supplement.

Lorain City Schools, Ohio.

Pub Date Sep 73

Note—196p.; For the staff guide and student guide, see CE 002 974; for the K-6 curriculum guide and supplement, see CE 002 973. Page 115 is missing. Filmed from best copy available

EDRS Price MF-\$0.76 HC-\$9.51 PLUS POSTAGE

Descriptors—Behavioral Objectives, *Career Education, *Curriculum Guides, Educational Resources, English, Grade 7, Grade 8, Grade 9, Grade 10, Health, Instructional Materials, *Junior High Schools, Learning Activities, Mathematics, Sciences, *Secondary Education, Social Studies, Teacher Developed Materials, *Units of Study (Subject Fields)

Identifiers—Career Exploration, Career Orientation

The curriculum guide presents career development concepts of orientation and exploration for the areas of English, health, math, science, and social studies at the seventh through tenth grade level. For each concept in each area, the following items are presented: developmental objective, behavioral objective, related subject areas, learning activities, and resources and materials. The supplementary volume consists of lesson plans presented in the same format as the main document. The lesson plans were developed and tried in the classroom during a workshop for teachers. The workshop was intended to provide teachers with an opportunity to explore career education concepts and to gain understanding in how the concepts might apply to their own classroom situations. (AG)

ED 101 199 CE 002 976

Schwarz, Otto

Occupational Listings Arranged by Cluster and Subject Matter Areas.

Lorain City Schools, Ohio.

Note—29p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—*Occupational Clusters, *Occupations

Approximately 850 occupations are listed under 27 occupational clusters. The Dictionary of Occupational Title (DOT) number is specified for occupations in the clusters of business training and distributive education, chemistry, general shop and industrial arts, home economics, foreign language, music, social studies, art, agriculture, physics, and biology. DOT numbers are not specified for occupations listed in the clusters of public service manufacturing, marketing and distribution, sales, hospitality and recreation, environment, consumer and homemaking education, business and office, marine science, transportation, personal service, fine arts and humanities, agribusiness and natural resources, construction, health, and communication and media. No additional information is provided. (AG)

ED 101 200 CE 002 977

Morrison, Marshall Lee

A Handbook for Adult Basic Education: Volume 1.

Alabama State Dept. of Education, Montgomery;

Alabama State Univ., Montgomery.

Note—127p.; For volume 2 see CE 002 978

Available from—Marshall L. Morrison, Project Director, Adult Basic Education, Alabama State University, Montgomery, Alabama 36101 (no charge)

EDRS Price MF-\$0.76 HC-\$6.97 PLUS POSTAGE

Descriptors—Administrator Guides, *Adult Basic Education, Adult Characteristics, Adult Counseling, Adult Education Programs, *Curriculum, Curriculum Design, Curriculum Planning, Human Relations, Instructional Materials, Interagency Cooperation, Material Development, Program Development, Program Evaluation, *Program Guides, *Program Planning, Reading Material Selection, *Resource Guides, Teacher Role, Teaching Methods

Identifiers—Student Recruitment

The general information provided in the handbook is designed to assist Adult Basic Education (ABE) personnel in planning a program to meet the divergent educational needs of adults. The first quarter of the book is devoted to general background material: ABE's historical background; a synoptic view of the ABE program; and recent trends in ABE. The largest part of the book gives down-to-earth advice on organizing and operating an ABE program; suggests

procedures for curriculum development; discusses instruction and the teaching-learning process; outlines methods and materials used in the ABE program; describes methods of recruitment, retention, and evidencing accountability; and touches on the importance of interpersonal relations in ABE. Guidance and counseling are defined in relation to ABE, criteria for evaluation are suggested and evaluation pitfalls pointed out, and, in the summary, tips to ABE teachers are given. In the main, however, the book is descriptive rather than prescriptive. Ten pages of brief case studies are presented as examples. (Author/AJ)

ED 101 201 CE 002 978

Morrison, Marshall Lee

A Handbook for Adult Basic Education: Volume 2.

Alabama State Dept. of Education, Montgomery;

Alabama State Univ., Montgomery; Southern

Regional Education Board, Atlanta, Ga.

Note—162p.; For volume 1 see CE 002 977

Available from—Marshall L. Morrison, Project Director, Adult Basic Education, Alabama State University, Montgomery, Alabama 36101 (No charge)

EDRS Price MF-\$0.76 HC-\$8.24 PLUS POSTAGE

Descriptors—*Adult Basic Education, Adult Characteristics, Adult Education, Adult Students, Communication Problems, Curriculum, Disadvantaged Groups, *Educational Finance, *Educational Needs, Educational Philosophy, Educational Trends, Government Role, Illiterate Adults, Interpersonal Problems, Program Coordination, *Program Development, *Public School Adult Education, Social Responsibility, Teaching Methods, Teaching Techniques

Volume 2 of the handbook has been designed

to supplement the material presented in Volume

1, which was concerned with basic problems as

associated with the Adult Basic Education (ABE)

classroom. Volume 2 aims at a wider audience.

Chapter 1 attempts to give a detailed description

of the deprived adult learner, and considers such

questions as how they are; why they are as they

are; and what to do about it. Chapter 2 suggests

some methods and means of increasing and im-

proving services to the deprived. Chapters 3 and

4 present some data and arguments favoring

public support of adult education. Chapter 5 con-

siders the crucial problem of communicating and

interacting with the deprived. Chapters 6 and 7

attempt to make Chapter 2 more extensive, intensive,

and protensive by setting forth curriculum

practices and suggesting techniques, tools, and

trends in ABE. Chapter 7 indicates how the total

program in adult education may be improved,

unified, and made more continuous through the

coordinated efforts of administrators and super-

visors in the field. Finally, the appendixes,

through a series of position papers, present some

thought-provoking subject matter selected from a

wide array of scholars considered knowledgeable

in the area of adult education. (Author)

ED 101 202 CE 002 988

Brooke, W. Michael, Ed.

Adult Basic Education; A Resource Book of

Readings.

Pub Date 72

Note—393p.

Available from—New Press, Order Department, 553 Richmond Street West, Toronto 133, Ontario, Canada (\$12.95)

Document Not Available from EDRS.

Descriptors—*Adult Basic Education, *Adult Education Programs, *Adult Literacy, Basic Skills, Books, Classroom Techniques, Educational History, *Educational Innovation, Educational Practice, Educational Research, Foreign Countries, Instructional Materials, *Program Descriptions, Program Development

Identifiers—Canada, *Readings (Collections)

The publication is a collection of relevant

readings in adult basic education (ABE), with

special emphasis on the Canadian environment.

They were selected for their potential value in

helping the professional development of all adult

basic educators and an attempt was made to re-

integrate research and practice in the field. Four-

teen articles were written expressly for the collection

and 10 are reprinted from leading journals.

The following issues are stressed: innovative pro-

grams, common classroom concerns, and instruc-

tional materials. The overall objective of ABE and its philosophy are also touched upon and many essays deal with the background, the research, and prospects of ABE. The basic questions are raised: Who should be trained? By whom? Toward what ends? And for whose ultimate benefit? Contributors include: M. V. Berry, D. A. Brown, M. Claque, R. W. Cortright, C. V. Davison, G. Dickinson, T. J. Gilligan, R. Godwin, V. L. Hannenber, A. P. Hayes, J. R. Kidd, J. Kulich, R. G. A. Mackie, I. G. Morrison, A. P. Newman, W. Otto, E. P. Sloan, N. Waite, B. M. Webb, R. M. Williams, and H. C. Zimmerman. (Author/MW)

ED 101 203 CE 002 991

Nadolsky, Julian M.

Vocational Evaluation of the Culturally Disadvantaged; A Comparative Investigation of the JEVS [Jewish Employment and Vocational Service] System and a Model-Based System. Final Report.

Auburn Univ., Ala. Dept. of Vocational and Adult Education.

Spons Agency—Social and Rehabilitation Service (DHEW), Washington, D.C.

Pub Date Aug 73

Note—119p.

EDRS Price MF-\$0.76 HC-\$5.70 PLUS

POSTAGE

Descriptors—*Comparative Analysis, *Culturally Disadvantaged, Employment Potential, *Employment Programs, Models, *Program Effectiveness, Systems Approach, *Vocational Rehabilitation

Identifiers—*JEVS System, Jewish Employment and Vocational Service System

The purpose of this study was to compare the overall effectiveness of a vocational education system designed specifically for a culturally disadvantaged population (in this case the Jewish Employment and Vocational Service (JEVS) System) with a model-based system incorporating the techniques and procedures normally employed by vocational evaluators in rehabilitation facilities. The data generated by the study consisted of the types of recommendations and disposition made for the 65 clients at followup intervals of 3 and 18 months after completion. The model-based system was more productive in developing vocational recommendations and a higher percentage of clients attained and maintained gainful employment over a more extended time interval. Use of the JEVS System produced more non-vocational recommendations, was more effective in enabling disadvantaged clients to attain immediate employment, and was significantly more capable of rendering consistency between vocational recommendations and vocational status over a short time. Eight conclusions are offered relating to the applicability and limitations of the two systems with respect to culturally disadvantaged clients. Three recommendations are made, based upon the results of the study. A bibliography, and the biographical, evaluation, and followup forms used in the study are appended. (Author/SA)

ED 101 204 95 CE 003 539

Proceedings of the National Advisory Panel.

Career Education: Volume 1.

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C. Curriculum Center for Occupational and Adult Education.

Pub Date 74

Contract—OEC-0-72-4625

Note—205p.; For the rest of this series see CE 003 540-550, ED 080 763 and 786

Available from—American Institutes for Research, P. O. Box 1113, Palo Alto, California 94302 (no price available)

Document Not Available from EDRS.

Descriptors—Advisory Committees, Business, *Career Awareness, Career Change, *Career Education, Conference Reports, Continuous Learning, *Curriculum Development, *Decision Making Skills, Educational Objectives, Elementary Education, General Education, Government Role, Information Dissemination, Junior High Schools, Leisure Time, Occupational Information, School Industry Relationship, Values, *Vocational Development

The proceedings are a summary of three meetings of the American Institutes for Research

(AIR) National Advisory Panel for the Career Education Curriculum Development Project. The two-year federally funded project is directed toward developing a comprehensive, introductory career education curriculum package for grades K-9 and designing alternative delivery systems. At the first meeting in March 1973 (edited transcript included), the panel focused on the definition, goals, and successful implementation of career education. They urged that: (1) career education be defined in broad terms; (2) decision-making skills as well as occupational and other information be taught; (3) career awareness be developed by introducing occupations realistically; (4) leisure, avocational interests, and personal values regarding lifestyle be included; and (5) students be prepared for repeated career decision-making throughout life. Subgroups considered the role of schools, business, industry, labor, and government. The December 1973 panel meeting took place after the completed curriculum was field tested through teacher-training workshops and classroom practicums. Panel concern was related to project progress, the adequacy of the scope and sequence of the curriculum, and implementation. The final October 1974 meeting was directed toward further project progress and steps to maximize project impact. (EA)

ED 101 205 95 CE 003 540

Begle, Elsie P. And Others

Career Choice Development: An Annotated Bibliography for Career Education. Career Education: Volume 3.

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C. Curriculum Center for Occupational and Adult Education.

Pub Date Sep 74

Contract—OEC-0-72-4625

Note—144p.; For the rest of this series see CE 003 539-550, ED 080 763 and 786

Available from—American Institutes for Research, P. O. Box 1113, Palo Alto, California 94302 (no price available)

Document Not Available from EDRS.

Descriptors—*Annotated Bibliographies, *Career Awareness, Career Choice, *Career Education, Curriculum Planning, Elementary School Role, Literature Reviews, Minority Groups, *Vocational Development, Womens Education

The selective, annotated bibliography developed by AIR for the Career Education Curriculum Development Project identifies and summarizes 160 references that would contribute to an understanding of career choice and development. The majority of the cited references are from formally published literature. Each reference provides a complete bibliographic citation, a brief summary statement, and when appropriate, a few selected critical comments. Also included is a brief literature review with generalizations and conclusions incorporating references that pertain to: theories of career development, empirical foundations for personal career decision making, key components of a career education curriculum, educational methodology, implications for minorities and women, and career education and the elementary school. (Author/EA)

ED 101 206 95 CE 003 541

Hall, Douglas C. And Others

Instructional Systems Options and Guidelines for the Dissemination and Implementation of Career Education. Career Education: Volume 4.

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C. Curriculum Center for Occupational and Adult Education.

Pub Date Sep 74

Contract—OEC-0-72-4625

Note—131p.; For the rest of this series see CE 003 539-550, ED 080 763 and 786

Available from—American Institutes for Research, P. O. Box 1113, Palo Alto, California 94302 (no price available)

Document Not Available from EDRS.

Descriptors—*Administrative Personnel, *Career Education, *Curriculum Development, Educational Needs, *Educational Planning, Educational Resources, Information Dissemination,

Material Development, Models, Program Coordination, Program Evaluation, Program Planning, Research Utilization, *Systems Approach, Systems Development

Part of the AIR Career Education Curriculum Project for grades K-9, the handbook is intended for school district administrative personnel considering introduction of career education for their districts. Report 1 lists and describes procedures for career education implementation, with potential options for each procedure. Focus is on the first, third, and sixth steps of a systems approach. Sound program planning (step 1) includes needs assessment and resource inventory. Organizing the program (step 3) considers internal and external factors, while installing the program (step 3) includes potential developmental sources, major instructional material developmental stages, and developmental options. Program evaluations (step 6) covers design, phases, measures, communication aspects, and resources. A variety of school settings are provided as examples for adopting and combining options—a large suburban school district, an organization of small rural school districts, an urban setting, and a rural setting. Report 2 provides a description of the AIR theoretical model for dissemination, implementation, and utilization (DIU) for a career education curriculum. Along with research results relevant to the model design, various aspects of the model are discussed. Evaluation of AIR implementation efforts in developmental and non-development schools are included as a tentative assessment of the impact of the DIU model. (EA)

ED 101 207 95 CE 003 542

Dunn, James A. And Others

Evaluation Studies of the AIR Career Education Curriculum and Curriculum Products. Career Education: Volume 5.

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C. Curriculum Center for Occupational and Adult Education.

Pub Date Jul 74

Contract—OEC-0-72-4625

Note—444p.; For the rest of this series see CE 003 539-550, ED 080 763 and 786

Available from—American Institutes for Research, P. O. Box 1113, Palo Alto, California 94302 (no price available)

Document Not Available from EDRS.

Descriptors—*Career Awareness, *Career Education, *Curriculum Development, *Curriculum Evaluation, Educational Objectives, Elementary Education, Evaluation Methods, Field Studies, *Formative Evaluation, Junior High Schools, Program Evaluation, Rating Scales, Teacher Attitudes, Teacher Workshops, Vocational Development

Total project evaluation efforts of the AIR Career Education Curriculum Development Project for grades K-9 are consolidated in the single reference volume. The master plan for evaluation is presented in part 1 in relation to the four major project products and also for project dissemination, implementation, and utilization activities. Part 2 is directed specifically toward evaluation of the four major project curriculum materials: (1) an annotated bibliography, (2) an objectives catalog, (3) a curriculum guide for teachers, and (4) a set of 14 sample instructional units. Panels of experts rated the bibliography and objectives catalog above average on scale ratings; teachers and curriculum specialists critiquing the curriculum guide found it a satisfactory master resource for introducing career education, with above average organization and readability. Approximately one-third of the document is related to evaluation procedures and results for the 14 exemplary career education curriculum units developed by AIR. Curriculum module field testing in 14 schools consistently showed significantly higher achievement for student experimental groups (module exposed) over control groups. Teacher evaluations of workshops and the impact of a career education practicum with teacher developed modules are summarized in part 3. Appendices include evaluation/report forms and participant information. (EA)

ED 101 208 95 CE 003 543

Plumley, Deborah L. Dunn, James A.

Teacher's Guide to Career Education: Primary Grades. Career Education: Volume 6.

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C. Curriculum Center for Occupational and Adult Education.

Pub Date Sep 74

Contract—OEC-0-72-4625

Note—229p.; For the rest of this series see CE 003 539-550, ED 080 763 and 786

Available from—American Institutes for Research, P.O. Box 1113, Palo Alto, California 94302 (no price available)

Document Not Available from EDRS.

Descriptors—*Career Awareness, *Career Education, Charts, Class Activities, *Curriculum Guides, Educational Objectives, Educational Philosophy, Individual Differences, Instructional Materials, Learning Processes, Leisure Time, Occupational Clusters, Occupational Information, *Primary Education, Resource Materials, *Resource Units, Self Concept, Social Responsibility

One of three guides for teachers developed by the AIR Career Education Curriculum Development Project, the manual is designed to assist primary grade teachers in introducing career education into their classrooms. Part 1 presents the philosophy of career education and an overview of how it fits into the total curricular program for grades K-9. The thrust of the career education program for the primary grades is a knowledge of self and a knowledge of opportunities and options in the world outside. Part 2 discusses how to link career education with traditional subject areas, how to teach career education instructional units, and how to locate and use supplementary resources. Part 3 deals with the development of career education materials: instructional objectives, basic learning principles, instructional units, and methods of assessing student progress. Two-thirds of the document is devoted to supplementary appendices. Appendix 1 consists of a bank of instructional objectives grouped for kindergarten-grade 1 and grades 2-3. Topics, concepts, and activities are identified for: individual differences and assessment, knowledge of self, social responsibility, jobs and employment (career cluster and occupations), leisure, status assessment, options analysis, and personal planning. (EA)

ED 101 209 95 CE 003 544

Plumley, Deborah L. Dunn, James A.

Teacher's Guide to Career Education: Upper Elementary Grades. Career Education: Volume 7. American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C. Curriculum Center for Occupational and Adult Education.

Pub Date Sep 74

Contract—OEC-0-72-4625

Note—253p.; For the rest of this series see CE 003 539-550, ED 080 763 and 786

Available from—American Institutes for Research, P.O. Box 1113, Palo Alto, California 94302 (no price available)

Document Not Available from EDRS.

Descriptors—*Career Awareness, *Career Education, Charts, Class Activities, *Curriculum Guides, Educational Objectives, Educational Philosophy, *Elementary Education, Grade 4, Grade 5, Grade 6, Individual Differences, Learning Processes, Leisure Time, Occupational Clusters, Occupational Information, Resource Units, Self Concept, Social Responsibility

One of three guides for teachers developed by the AIR Career Education Curriculum Development Project, the manual is designed to assist upper elementary grade teachers (grades 4-6) in introducing career education into their classrooms. Part 1 presents the philosophy of career education and an overview of how it fits into the total curricular program for grades K-9. The focus of the career education program for the upper elementary grades is on career orientation and exploration through formulation and pursuit of goals. Part 2 discusses how to link career education with traditional subject areas, how to teach career education instructional units, and how to locate and use supplementary resources. Part 3 deals with the development of career education materials: instructional objectives, basic learning principles, instructional units, and methods of as-

sessing student progress. Two-thirds of the document is devoted to supplementary appendices. Appendix 1 consists of a bank of instructional objectives for upper elementary grades. Topics, concepts, and activities are identified for: individual differences and assessment, knowledge of self, social responsibility, jobs and employment (career cluster and occupations), leisure, status assessment, options analysis, personal planning, and goal pursuit. (EA)

ED 101 210 95 CE 003 545

Plumley, Deborah L. Dunn, James A.

Teacher's Guide to Career Education: Middle School Grades. Career Education: Volume 8.

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C. Curriculum Center for Occupational and Adult Education.

Pub Date Sep 74

Contract—OEC-0-72-4625

Note—199p.; For the rest of this series see CE 003 539-550, ED 080 763 and 786

Available from—American Institutes for Research, P.O. Box 1113, Palo Alto, California 94302 (no price available)

Document Not Available from EDRS.

Descriptors—*Career Awareness, *Career Education, Career Planning, Charts, Class Activities, *Curriculum Guides, Educational Objectives, Educational Philosophy, Employment, Individual Differences, Job Training, *Junior High Schools, Learning Processes, Leisure Time, Resource Materials, *Resource Units, Self Concept, Social Responsibility, *Vocational Development

One of three guides for teachers developed by the AIR Career Education Curriculum Development Project, the manual is designed to assist middle school teachers (grades 7-9) in introducing career education into their classrooms. Part 1 presents the philosophy of career education and an overview of how it fits into the total curricular program for grades K-9. The focus of the career education program for the middle school grades is on career orientation and exploration through formulation and pursuit of goals. Part 2 discusses how to link career education with traditional subject areas, how to teach career education instructional units, and how to locate and use supplementary resources. Part 3 deals with the development of career education materials: instructional objectives, basic learning principles, instructional units, and methods of assessing student progress. More than half of the document is devoted to supplementary appendices. Appendix 1 consists of a bank of instructional objectives for middle school grades. Topics, concepts, and activities are identified for: individual differences and assessment, knowledge of self, education and training, jobs and employment, social responsibility, leisure, status assessment, options analysis, personal planning, and goal pursuit. (EA)

ED 101 211 95 CE 003 546

Dunn, James A. Steel, Lauri

Resource Book of Sample Lesson Units for Career Education. Career Education: Volume 9.

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C. Curriculum Center for Occupational and Adult Education.

Pub Date Sep 74

Contract—OEC-0-72-4625

Note—323p.; For the rest of this series see CE 003 539-550, ED 080 763 and 786

Available from—American Institutes for Research, P.O. Box 1113, Palo Alto, California 94302 (no price available)

Document Not Available from EDRS.

Descriptors—*Career Awareness, *Career Education, Career Planning, Class Activities, *Curriculum Development, Educational Objectives, Elementary Education, Individual Differences, Instructional Materials, Junior High Schools, Leisure Time, Occupational Clusters, Occupational Information, Post Testing, *Resource Units, Self Concept, Social Responsibility, Vocational Development

Part of the AIR Career Education Curriculum Development Project, the series of 15 exemplary lesson units for grades K-9 reflect a variety of topics and instructional methods. The units,

developed through the coordinated efforts of AIR and selected teachers from nine public school systems, have been evaluated by teachers and curriculum specialists and field tested in classrooms and found to be interesting, easy to use, and relatively effective. All units contain a (1) teacher section (objectives, activities, materials, teaching suggestions, module test answer key) and (2) a criterion-referenced module test. An additional unit section of materials is included for units requiring student worksheets, exercise booklets, or other reproducible information. The units reflect various aspects of career education such as—(1) K-Grade 1: knowledge of self and individual differences; (2) Grades 2-3: leisure, jobs, and employment (minicommunities); (3) Grades 4-6: knowledge of self, social responsibility (balance of nature, population, and environment), jobs and employment (career information, career fair, health careers); (4) Grades 7-9: vocational training opportunities, exploring career clusters, options analysis (career information through literature and reviews, primary and secondary sources of career information), personal planning. (EA)

ED 101 212 95 CE 003 547

Egan, Jay And Others

Resource Book of Low Cost Materials for Career Education. Career Education: Volume 10.

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C. Curriculum Center for Occupational and Adult Education.

Pub Date Sep 74

Contract—OEC-0-72-4625

Note—318p.; For the rest of this series see CE 003 539-550, ED 080 763 and 786

Available from—American Institutes for Research, P.O. Box 1113, Palo Alto, California 94302 (no price available)

Document Not Available from EDRS.

Descriptors—*Annotated Bibliographies, Books, *Career Awareness, *Career Education, Career Opportunities, Childrens Books, Curriculum, Federal Programs, Guidance, Instructional Materials, Newsletters, Periodicals, *Resource Guides, Resource Materials, Scholarly Journals, Sex Stereotypes, Teaching Guides, Textbooks

A product of the AIR Career Education Curriculum Development Project, the annotated bibliography of low cost materials serves as a direct teacher resource for implementing career education in the schools by providing teachers with a compilation of fingertip accessible career education information. Part 2, which follows a brief introduction, consists of 23 citations of books, handbooks, and implementation guides directed to familiarizing teachers with the career education concept and providing methods of incorporating career education in the curriculum. A section of instructional materials cites 42 documents categorized as: teacher handbooks and guides, career exploration, curricula and student texts, student guidance materials, and multimedia resources. Supplementary references include 51 annotations of other bibliographies, journals, periodicals, and newsletters; sex-stereotyping and career education; and other key resources. A children's literature survey describes 100 children's books which deal directly or indirectly with career education concepts. The appendix briefly describes a selection of curriculum development and management projects funded under Part 1 of the Vocational Education Amendments of 1968. (Author/EA)

ED 101 213 95 CE 003 548

Dunn, James A.

Career Education Curriculum Development: Grades K-9. Final Report.

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C. Curriculum Center for Occupational and Adult Education.

Report No.—AIR-339000-10/74-FR

Pub Date Oct 74

Contract—OEC-0-72-4625

Note—89p.; For the rest of this series see CE003 539-550, ED 080 763 and 780

Available from—American Institutes for Research, P.O. Box 1113, Palo Alto, California 94302 (no price available)

Document Not Available from EDRS.

Descriptors—Career Awareness, *Career Education, *Curriculum Development, Educational Objectives, Educational Planning, *Elementary Grades, Federal Aid, Formative Evaluation, Information Dissemination, *Middle Schools, *Research Projects, Resource Materials, Summative Evaluation

The American Institutes for Research (AIR) Career Education Curriculum Project for grades K-3 was the first Federally-sponsored career education project to develop a comprehensive career education curriculum broadly available to the public. The 28-month project, carried out in cooperation with nine California school districts, emphasized creating an economically feasible curriculum and using ongoing input from a wide variety of teachers, administrators, and practicing educators. Chapter 1 of the final report provides an introductory background and objectives of the project, while chapter 2 provides an overview of the project plan. End products of the project were 10 handbooks: five designed for school district planning (advisory panel proceedings, instructional objectives catalog, annotated career education bibliography, options/guidelines for dissemination and implementation of career education, and evaluation studies) and five for use at the classroom level (three curriculum guides for teachers, sample lesson units, and a resource book of low cost materials). Chapter 3 of the report summarizes the more important findings of product evaluation and field test efforts; the final chapter is concerned with future impact of the project and product dissemination. One-third of the document consists of appendices listing consortium participants and panel members (advisory, development, and review panels). (EA)

ED 101 214 95 **CE 003 549**

Bergen, John R. And Others

Career Education Curriculum Development Project: Instructional Objectives. Technical Paper No. 339-1.

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C. Curriculum Center for Occupational and Adult Education.

Report No.—AIR-TP-339-1

Pub Date Oct 72

Contract—OEC-0-72-4625

Note—30p.; For the rest of this series see CE 003 539-550, ED 080 763 and 786

Available from—American Institutes for Research, P.O. Box 1113, Palo Alto, California 94302 (no price available)

Document Not Available from EDRS.

Descriptors—*Affective Objectives, Career Awareness, *Career Education, *Cognitive Objectives, Conventional Instruction, Curriculum Development, *Educational Objectives, Goal Orientation, *Psychomotor Objectives, Resource Materials, Student Evaluation

Part of the AIR Career Education Curriculum Development Project, the paper is directed to assisting teachers with a step-by-step procedure in preparing instructional objectives for career education programs. Clearly defined objectives are useful in providing: direction for teacher and learner, opportunity for questioning traditional educational practice, rationale for curriculum materials selection, and assistance in assessment. Elements to include in an acceptable instructional goal are: (1) population or target definition, (2) activity specification, (3) conditions description, (4) time specification, and (5) competency or criterion designation. Two useful classifications for categorizing instructional objectives are organization by class inclusiveness (level of specificity) and taxonomic classification (hierarchical categorization). Three descriptive categories designating class inclusiveness are: general objectives, subordinate objectives, and performance objectives. The taxonomic framework of Bloom relates to the: cognitive domain (knowledge, comprehension, application, analysis, synthesis, and evaluation); affective domain (receiving, responding, valuing, organization, and characterization by value or value complex); psychomotor domain. Half of the document traces specific steps in preparing general, subordinate, and performance objectives according to Bloom's taxonomic classification. To work toward continuous student progress, objectives need to be child-oriented and geared to the progress of students as individuals rather than as groups. (EA)

ED 101 215 95 **CE 003 550**

Armstrong, Terry R. And Others

Career Education: An Opportunity for Reassessing and Redesigning Local Curricula. Technical Report No. 339-12.

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C. Curriculum Center for Occupational and Adult Education.

Report No.—AIR-TR-339-12

Pub Date Mar 74

Contract—OEC-0-72-4625

Note—35p.; For the rest of this series see CE 003 539-549, ED 080 763 and 786; Symposium presented at the Annual Meeting of the Association for Supervision and Curriculum Development (29th, Anaheim, California, March 1974)

Available from—American Institutes for Research, P.O. Box 1113, Palo Alto, California 94302 (no price available)

Document Not Available from EDRS.

Descriptors—Career Awareness, *Career Education, Charts, *Curriculum Development, Federal Programs, Formative Evaluation, Inservice Teacher Education, Integrated Curriculum, Resource Materials, Resource Units, Summative Evaluation, *Symposia

The purpose of the symposium was to describe the cooperative efforts of the American Institutes for Research (AIR), the Santa Clara Unified School District, and several other California school districts in the development and implementation of a career education curriculum. "Career Education Implementation in the Santa Clara Unified School District" by Norman Carter focused on elementary classroom models representing 10 different teaching/learning styles and the accompanying challenge of infusing career education in all these classrooms. James A. Dunn from AIR presented an overview of the federally funded AIR Career Education Development Project, which was charged with the development of a comprehensive career education curriculum that could serve as a master resource for school districts introducing career education into their programs. John Kroll of AIR described the development and characteristics of the AIR instructional units that show how career education can be adapted into the traditional curriculum. Teacher training for career education instruction was discussed by Jay Egan of AIR; the basic implementation strategy used was a workshop/practicum format. Terry Armstrong of AIR described the formative and summative evaluation procedures used for the annotated career education bibliography, instructional objectives catalog, curriculum guides, sample lesson modules, and teacher training materials. (EA)

ED 101 216 **CE 003 622**

Bell, T. H.

Adult Education—Another Name for Lifelong Learning.

Pub Date 5 Jan 75

Note—11p.; Prepared for the Multi-National Workshop on Basic and Functional Education for Adults (Dulles Airport, Virginia, January 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Adjustment (to Environment), *Adult Basic Education, Adult Development, Adult Education, Adult Literacy, Basic Skills, *Continuous Learning, *Educational Innovation, *Educational Needs, Functional Illiteracy, Literacy Education, Speeches, Vocational Adjustment

Adults, whatever their competence, are not obsolete. Education for adults is the font we must draw on to make possible the new environment in education that we call lifetime learning and recurrent education. Following the lead of Europe in planning broad-based adult education programs, the United States has begun to fund and operate diversified programs. The Adult Education Division of the Office of Education, in a recent study, has identified the minimal needs in all literacy areas for an American adult. Acknowledging that the average reading and computational ability of adults was found to be at the five-year level, we must begin to address the special problems of the functionally undereducated. We must understand the adult student's goals, supply the basic tools within the specific

work and cultural setting, and create habits of life-long learning. If we are to make life-long learning and recurrent education more than a token, American education institutions must become open-ended, built around competency based modules or units of learning. We must include coping skills as well as job skills, the humanities as well as vocational training. All facets of learning are necessary to make the whole person and the whole life. (Author/MH)

ED 101 217 **CE 003 623**

Bell, T. H.

The New World of Education and Work.

Pub Date 11 Nov 74

Note—14p.; Prepared for Meeting of the Houston Chamber of Commerce and Education Officials of the State of Texas (Houston, Texas, November 1974)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Career Education, Cooperative Planning, Educational Innovation, *Educational Needs, *Government Role, Interagency Cooperation, *Program Development, School Community Relationship, *School Industry Relationship, Speeches, State Federal Support, Student Needs, Vocational Development

In the past schools and colleges have tended to set themselves apart from the world of business and industry. Today, the national organization of resources for career education is receiving a new thrust. The vocational and educational needs of today's students are growing national concerns. The lack of emotional preparation for work as well as goal-centered plans on the part of the young call for new planning from the business-industry community as well as from centers of education. Career education programs have gained support throughout the nation and with Federal and State legislative support have begun to meet these needs. Cooperation of the Department of Health, Education and Welfare and the Office of Education with the Department of Commerce and Labor can be seen as Federal leadership to hasten the collaboration of business, labor, the home, and the school or colleges to give Americans a sense of what work means, how to decide on a field of work and prepare for it, and then, finally, how to find a job. (Author/MW)

ED 101 218 **CE 003 640**

CHOICE: Career Handbook of Occupational Information by Clusters for Educators.

Information Concepts Inc., Arlington, Va.

Spons Agency—Education Service Center Region 11, Ft. Worth, Tex.; Texas Education Agency, Austin, Div. of Occupational Research and Development.

Pub Date 74

Note—99p.; See also Career Information Handbook ED 085 504

Available from—Texas Education Agency, 201 East 11th Street, Austin, Texas 78701

Document Not Available from EDRS.

Descriptors—*Career Education, Educational Background, Employment Opportunities, *Employment Qualifications, Guides, Labor Market, *Occupational Clusters, *Occupational Information, Occupations, Vocational Counseling Identifiers—CHOICE

CHOICE is an illustrated, 100-page booklet which defines the parameters of the 15 U.S. Office of Education career clusters and provides detailed occupational information on approximately 50 representative jobs within each cluster. This information includes the job's Dictionary of Occupational Titles (DOT) code, a short description of functions, and the general educational development, specific vocational preparation, and worker traits required of applicants for that job. Jobs are assigned to clusters according to a comprehensive system based on the job's DOT code. A key to this system, which is included in CHOICE, enables teachers and counselors to locate any job within an appropriate cluster and to expand the range of occupational information available on a cluster as their own particular needs dictate. Finally, suggestions are provided on how students, counselors, teachers, and curriculum developers can use CHOICE to further their own career education efforts. (Author)

ED 101 219 95 **CE 003 981**

Microfilm Set of Documents Announced in Abstracts of Instructional and Research Materials in Vocational and Technical Education (AIM/ARM), Volume 8, Number 1.

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date 75

Note—30,629p.

EDRS Price MF-\$50.53 HC Not Available from EDRS

Descriptors—Agricultural Education, Business Education, Career Education, Distributive Education, Documentation, *Educational Research, Health Occupations Education, Home Economics Education, Industrial Arts, *Instructional Materials, *Microfiche, Resource Materials, *Technical Education, Trade and Industrial Education, *Vocational Education

Documents announced in the Volume 8, Number 1 issue of "Abstracts of Instructional and Research Materials in Vocational and Technical Education" (AIM/ARM) are included in this microfiche set. Microfiche availability for these documents is shown in the AIM/ARM resume as MF AVAILABLE in VT-ERIC SET. The microfiche set is arranged in the following sequence: (1) a VT number list of documents announced in AIM/ARM, V8, N1, and those found in the set, and (2) the full text of documents listed, in ascending VT-number order. The documents are filmed continuously. (Author)

CG

ED 101 220 CG 009 124

Angello, Henry And Others

The Development of a Model for Workshop Success.

Pub Date Aug 74

Note—9p.; Paper presented at the Annual Meeting of the American Psychological Association (82nd, New Orleans, Louisiana, August 1974)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS

POSTAGE

Descriptors—Change Agents, *Disadvantaged Youth, Models, *Program Development, *School Personnel, Speeches, Student Development, *Summer Institutes, *Workshops

This document, containing several papers, reports on the evolution of a workshop model which deals with the development of techniques, principles, and intervention programs for disadvantaged children and youth. School psychologists, teachers, supervisors, and administrators who attended three summer institutes and two followup programs were instrumental in the development of this model. Generally, the summer programs demonstrated that: (1) school personnel working as teams are better able to solve problems and implement programs; (2) demonstrations and practice with children produce positive attitude changes toward unfamiliar techniques, principles, and programs; (3) when feedback concerning competencies demonstrated during practice with children is provided, personnel are more willing to implement new techniques and programs in schools; (4) additional instruction and practice concerning weaknesses during practice with children provides workshop participants with a sense of closure. Presentations in this document are concerned with program planning and development, specific program activities, and evaluation procedures. (Author/PC)

ED 101 221 95 CG 009 278

Horne, Marina S.

Success Avoidant Motivation and Behavior; Its Development Correlates and Situational Determinants. Final Report.

Harvard Univ., Cambridge, Mass. Dept. of Psychology and Social Relations.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Dec 73

Grant—OEG-I-71-0104(508)

Note—150p.

EDRS Price MF-\$0.76 HC-\$6.97 PLUS

POSTAGE

Descriptors—*Behavioral Science Research, *Behavior Patterns, Females, *Motivation, Psychology, Research Projects, Response Mode, *Scoring, *Success Factors, Test Validity

This paper reports on a successful attempt to understand success avoidant motivation and

behavior by the development of an empirically sophisticated scoring system of success avoidant motivation and the observation of its behavioral correlates and situational determinants. Like most of the work on achievement motivation, the study was carried out within the conceptual framework of an Expectancy-Value theory of motivation. Within this context, motivation or goal-directed tendencies are considered the result of an interaction between stable motives that characterize the individual personality and other more immediate situational factors, with particular emphasis given to the person's expectations about the consequences of his actions in a particular situation. The scoring system does not depend on reaction to any one specific cue and avoids most of the major problems encountered in earlier research. It can be used with any number of cues and can be applied to a variety of neutral cues. In addition to the original population sample, a sample of females was used to cross-validate the scoring system by writing TAT stories under neutral conditions and later performing in a competitive mixed sex situation similar to the original study. This cross-validation adds credibility that the system can be applied to a variety of cues. Suggestions for further analysis and study are presented. (Author/PC)

ED 101 222 CG 009 304

Lipinski, Judith M. Lawrence, P. Scott

Reciprocal Contracting with Families of Adolescents.

Pub Date Dec 73

Note—29p.; Paper presented at the Meeting of the Association for the Advancement of Behavior Therapy (Miami Beach, Florida, December 1973)

EDRS Price MF-\$0.76 HC-\$1.95 PLUS

POSTAGE

Descriptors—*Adolescents, *Behavior Change, Family Involvement, *Interaction Process Analysis, *Parent Child Relationship, *Performance Contracts, Research Projects, Speeches

The use of reciprocal behavior contracts with families of behavior-problem adolescents was investigated. Most family contracting to date has involved one-way contracts; that is, the child agrees to certain responsibilities for which he will be reinforced by the parents. A reciprocal contract requires the parents, in addition to the child, to agree to certain responsibilities (or behaviors) in exchange for which the child offers reinforcers to the parents. This novel form of contracting has arisen from serious consideration of the interaction process as analyzed by Thibaut and Kelly (1959) and Patterson (Neuringer & Michael, 1971). The theoretical frame of Thibaut and Kelly suggests that dyadic interactions are reciprocal and that the rewards of the interactions are based upon the responses of both persons not just one. Patterson's theory also stresses this reciprocity; in addition, his clinical work notes that to maintain parent behavior of reinforcing children for positive behavior, the parent in turn needs reinforcement from the children. In addition to presenting this theoretical framework for a new orientation to contracting with families of adolescents, the paper presents three pilot case studies. Problems with this procedure and suggestions for implementation are discussed. (Author)

ED 101 223 CG 009 367

Tangri, Sandra Schwartz

Effects of Background, Personality, College and Post-College Experience on Women's Post-Graduate Employment. Final Report.

Commission on Civil Rights, Washington, D.C.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Policy, Evaluation, and Research.

Pub Date Jul 74

Note—347p.

EDRS Price MF-\$0.76 HC-\$17.13 PLUS

POSTAGE

Descriptors—*Aspiration, Changing Attitudes, College Graduates, Employment, *Females, Longitudinal Studies, *Personality, *Predictor Variables, Research Projects, *Role Conflict

This is the report of a longitudinal study that followed a sample of women from their senior year in college in 1967 to their widely dispersed lives in 1970. The study focuses on their occupational and educational aspirations and experiences, and the determinants of these. Of the initial sample of 200 women, 152 were relocated

and equally distributed among the three groups: Role-Innovators, Traditionals and Moderates. Statistics show that many of the women have married and are taking advanced courses or are studying full-time, and about one-fifth are full-time mothers and housewives. There has been a general shift toward more traditional activities, but aspirations in 1970 indicate a second and larger shift in the future toward more innovative activities. There has been a significant increase in conflict felt between marriage and a career, an increase in commitment to working, and a significant decrease in the number of children desired. The best predictor in Innovation in 1970 is the occupational aspiration in 1967. Several of the new measures developed in the original study remain strong predictors of 1970 Innovativeness, including "Demand Character of the Future Husband" and "Implied Demand Character of the Wife's Future." (Author/PC)

ED 101 224 95 CG 009 369

Ingison, Lind J. Levin, Joel R.

The Effect of Children's Spontaneous Stimulus Preferences on Discrimination Learning. Technical Report No. 292.

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—TR-292

Pub Date Feb 74

Contract—NE-C-00-3-0065

Note—17p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS

POSTAGE

Descriptors—Age Differences, *Bias, Children, *Cognitive Development, *Cognitive Processes, *Discrimination Learning, *Learning Processes, Perception, Research Projects

Two experiments investigated the role of children's spontaneous conceptual "biases" in pictorial discrimination learning. The results suggested that such biases may serve either to facilitate or to interfere with discrimination learning. Moreover, in each experiment, age by treatment interactions revealed that in comparison to the behavior of older children (sixth graders), that of younger children (kindergartners) is governed more by the perceptible than by the functional attributes of stimuli. These data are in complete accord with Bruner's view of cognitive development. (Author)

ED 101 225 CG 009 374

Bonoma, Thomas V.

Decisions Under Uncertainty III: Rationality Issues, Sex Stereotypes, and Sex Role Appropriateness.

Pub Date Aug 74

Note—19p.; Paper presented at the Annual Meeting of the American Psychological Association (82nd, New Orleans, Louisiana, August 1974)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS

POSTAGE

Descriptors—Behavior Patterns, *Decision Making, Psychology, Research Projects, *Sex Differences, *Social Behavior, *Social Exchange Theory, *Theories

The explanatory cornerstone of most currently viable social theories is a strict cost-gain assumption. The clearest formal explication of this view is contained in subjective expected utility models (SEU), in which individuals are assumed to scale their subjective likelihood estimates of decisional consequences and the personalistic worth or utility of each outcome in a choice set. In this study, subjects were trained on assumptionally satisfactory probability and utility scales, and asked to play a central actor in a number of uncertain decision situations modified to include numerical estimates of decisional components. Response format (probability or utility estimation), sex of subjects, order of items, and sex role of items (male or female) were varied in a repeated measures design. Results indicated subjects made SEU-consistent rational decisions over items, but that males responding to female-appropriate decision situations did not. The results supported the validity of SEU models as a base for social theory and replicated two earlier experiments. (Author/PC)

ED 101 226 CG 009 378

DeFrain, John D.

New Meaning for Parenthood.

Pub Date Mar 74

Note—17p.; Paper presented at Banff International Conference on Behavior Modification (6th, Banff, Alberta, Canada, March 1974); Some pages may reproduce poorly

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Changing Attitudes, Child Care, *Child Rearing, Parent Attitudes, *Parent Responsibility, *Parent Role, Research Projects, *Social Change, Speeches

Fifteen married couples, who, by their definitions, share parenting responsibilities, were interviewed. The most frequently cited reason for this practice was that the wife was dissatisfied with the limiting role of homemaker and wanted to be outside the home and away from the children part of the time, in order to pursue a career or add variety to her life. With the wife's role expanded into the community, husbands took up more of the child-rearing burden and much of the housework. The couples noted the benefits and problems of such an alternative parenting system, and offered thoughts on how society could change to accommodate such patterns. Thoughts on how professionals in health and behavioral sciences can be of service to couples interested in beginning or maintaining such a child-rearing style are presented. (Author)

ED 101 227 CG 009 384

Chandler, Michael

Knowing the Sort of Help That Is Really Needed: A Consideration of Developmental Prerequisites to Effective Helping Behavior.

Pub Date Sep 74

Note—11p.; Paper presented at the American Psychological Association Convention (82nd, New Orleans, Louisiana, August 1974)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Altruism, *Children, *Developmental Psychology, *Helping Relationship, Social Behavior, Speeches, State of the Art Reviews

Much of the research on the topic of altruism reads as though the principal developmental problems which face the child are those of acquiring a repertoire of benevolent acts, and deciding under which circumstances those acts are to be put in play. The author suggests that any full inquiry into the developmental course of altruistic behavior must include attention to the processes by which children come to recognize and identify other people's needs, and frame responses which reflect this understanding. He further argues that altruism cannot be defined in exclusively behavioral terms, but must consider the intentions which underlie, as well as the consequences which follow upon, responses to the distress of others. The overly insular approach by other writers to the study of altruism leads the author of this paper to express the criticisms, concerns and counter suggestions described. By contriving assessment situation which tend to remove from subjects the obligation of recognizing the need for some altruistic gesture, and often relieving them of the responsibility of determining the particular type of help that might be required, research in this area has served artificially to separate altruism from the remainder of the child's socio-cognitive development. (Author/PC)

ED 101 228 CG 009 395

Feldstein, Stanley And Others

Personality and Simultaneous Speech.

Spons Agency—National Institutes of Health (DHEW), Bethesda, Md.

Pub Date Aug 74

Note—16p.; Paper presented at the American Psychological Association Convention (82nd, New Orleans, Louisiana, August 1974)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*College Students, Females, Individual Characteristics, *Interaction, Personality Assessment, *Personality Tests, Research Projects, *Speech, Speeches

Identifiers—Cattell, *Sixteen Personality Factor Questionnaire

The purpose of the study was to examine the relationship of the limitation and outcome of simultaneous speech to those dimensions of personality indexes by Cattell's 16PF Questionnaire. More than 500 conversations of 24 female college students were computer-analyzed for instances of simultaneous speech, and the frequencies with which they initiated interruptive and

noninterruptive simultaneous speech were compared to their 16PF scores and those of their conversational partners by means of hierarchical multiple regression analyses. The results suggest that the personalities of both participants in a conversation influence the initiation of each participant's simultaneous speech but not its outcome. (Author)

ED 101 229 CG 009 432

Haccoun, Dorothy And Others

Sex Differences in Response to Emotion: A Study of Peer Counseling.

Pub Date Aug 74

Note—25p.; Paper presented at the American Psychology Association Convention (82nd, New Orleans, Louisiana, August 1974)

Available from—Dorothy Haccoun, Department of Psychology, Concordia University, Sir George Williams Faculty of Arts, 1455 de Maisonneuve Boulevard, West, Montreal, Quebec, Canada

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Emotional Response, *Interpersonal Relationship, Nonprofessional Personnel, *Peer Counseling, Research Projects, *Sex Differences, *Stereotypes, Therapy

Despite its significance, the field of informal peer counseling remains relatively unexplored. This study focused on the therapeutic responses that laymen give to and desire from their peers. In two separate studies, S's indicated their reactions to scripts presented in booklets or on tapes. S's were instructed to respond to these scripts as if the problem were being presented by "a friend". As expected, females tended to be more receptive and nurturing than males. These results were consistent with a view of females as more other-oriented than males. Males did not indicate greater usage of any category of response compared with females in either experiment; thus, they did not appear to be more rejecting overtly than females, although they seemed less actively helpful. The stimulus person's emotions had a major impact on therapeutic responses. Sadness elicited more nurturing responses and more positive evaluations than anger. Sex-of-target effects in both studies provided very weak support for the view that specific emotions would be responded to differentially, depending upon the target sex. The authors discuss implications of these results for peer counseling as a form of preventive therapy. (Author/PC)

ED 101 230 CG 009 434

Hartlage, Lawrence C.

A Decade of Change in Employer Attitudes Toward Epilepsy.

Pub Date Aug 74

Note—8p.; Paper presented at the American Psychological Association Convention (82nd, New Orleans, Louisiana, August 1974)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Changing Attitudes, *Employer Attitudes, Employment Problems, *Epilepsy, Handicapped, *Longitudinal Studies, Research Projects, Speeches, Symposia

The attitudes of parents and peers toward handicaps, particularly epilepsy, play an important part in determining how debilitating the handicap may actually be. This project compared attitudes of employers toward epilepsy in the early 1960's with their attitudes in the current decade. As a control for possible generalized shifts in employer attitudes toward worker's with any type of handicap, employer attitudes toward workers with two other types of potentially handicapping conditions were also measured. There was a marked improvement in employer attitudes toward workers with epilepsy between 1962 and 1972 with statistically significant improvement in overall attitudes, and in views of epileptic workers' need for supervision and ability to adjust to changing work situations. Employer attitudes toward workers with emotional disturbances or with a history of juvenile delinquency did show slight improvement, but it was not significant. (Author/PC)

ED 101 231 CG 009 436

Iannotti, Ronald J.

Empathy as a Motivator of Altruistic Behavior.

Pub Date Aug 74

Note—10p.; Paper presented at the American Psychological Association Convention (82nd, New Orleans, Louisiana, August 1974)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Affective Behavior, *Altruism, Behavior Patterns, *Empathy, *Interpersonal Relationship, Literature Reviews, *Motivation, *Predictor Variables, Psychological Characteristics, Speeches

Empathy has been hypothesized as a mediator facilitating prosocial behaviors such as altruism. Definitions and measures of empathy disagree as to the extent to which the observer's response is affective and the necessity for the observer to understand the other's point of view. A conceptualization of empathy which includes these considerations has been shown to be the best predictor of altruistic behavior. (Author)

ED 101 232 CG 009 442

Shantz, Carolyn Uhlinger

Empathy in Relation to Social Cognitive Development.

Pub Date Aug 74

Note—12p.; Paper presented at the American Psychological Association Convention (82nd, New Orleans, Louisiana, August 1974)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Affective Behavior, *Behavioral Science Research, *Children, *Cognitive Development, *Empathy, Literature Reviews, Research Needs, *Social Development, Speeches, Symposia

This review brings together some general findings on empathy that have emerged during the last decade of research with children. From a recent review of the research on social cognitive development (Shantz, in press), this paper responds to three specific questions: (1) What is empathy? (2) Under what conditions is empathy likely to occur? and (3) What types of judgments appear to be involved in an empathic response? The difficulty in conceptualizing empathy as something different from sympathy and projection, and the issue of empathy as a process or product, suggests that a more systematic "nomological network" is needed for the construct. That such a model has not evolved may be related to the fact that very little is known about the relationship of empathy to the ability to infer another's thoughts, capabilities, intentions, and perceptions. Given the importance in our society of prosocial behavioral development, it is particularly critical that more systematic investigation occur on the interrelationship between cognitive development and social behavior. (Author/PC)

ED 101 233 CG 009 444

Turner, Barbara F. Turner, Catellano B.

Race and Sex Differences in Evaluating Women.

Spons Agency—Massachusetts Univ., Amherst.

Pub Date Aug 74

Note—12p.; Paper presented at the Annual Meeting of the American Psychological Association (82nd, New Orleans, Louisiana, August 1974)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—College Students, *Evaluation, *Females, Individual Characteristics, Negative Attitudes, *Racial Differences, Research Projects, *Self Esteem, *Sex Differences, Speeches

A critical assumption of this study was that self-evaluations are determined largely by evaluations received from others. In two large national samples, although black females and males did not differ in self-evaluations of intelligence, white females rated themselves much lower than did white males. In the current study, white females evaluated other women more favorably than did white male Ss on the factors tapping instrumental characteristics. The authors suggest that the generally derogatory evaluation of women received from the white male Ss, especially with regard to competence and ability characteristics, may indicate an important contributing factor to the relatively low self-esteem of white females that has been reported in many previous studies. It was noted that the black females and males studied, unlike the whites, did not differ in their evaluations of women. The authors warn that the findings should be regarded as tentative, because they were based on responses from a very small college student sample and should be replicated with a larger and more representative sample. (Author/PC)

ED 101 234 CG 009 448

Weeks, Joseph L. And Others
Prediction of Drug Abuse by the Life Values Questionnaire: Interim Report, May 1973-February 1974.

Air Force Human Resources Lab., Lackland AFB, Tex. Person. Research Div.
 Spons Agency—Air Force Human Resources Lab., Brooks AFB, Texas.

Report No.—AFHRL-TR-74-60

Pub Date Aug 74

Note—19p.

Available from—Air Force Systems Command, Brooks Air Force Base, Texas 78235

EDRS Price MF-\$0.76 HC-\$1.58 PLUS

POSTAGE

Descriptors—Aptitude, *Drug Abuse, Military Organizations, *Predictor Variables, *Psychological Tests, Research Projects, *Values

Identifiers—*Life Values Questionnaire

Three experimental psychological tests were investigated to determine if they added significantly to the prediction of eight drug abuse criteria when combined with a basic predictor set consisting of background variables only. Of the four tests investigated, only one, the Life Values Questionnaire appeared to add any significant unique variance to prediction when combined with the background variables. In addition, the inclusion of the LVQ with this basic predictor set resulted in significant multiple validities for all the criterion variables except Heroin, Barbiturate and Miscellaneous Abuse. Even though the LVQ does not by itself yield high validities for any of the eight drug abuse criteria, it does have considerable success in discriminating between drug abusers and nonabusers. (Author)

ED 101 235 CG 009 467

Denner, Bruce

Training Community Psychologists in the Reality of Community Mental Health.

Pub Date Aug 74

Note—11p.; Paper presented at the Annual Meeting of the American Psychological Association (82nd, New Orleans, Louisiana, August 1974)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS

POSTAGE

Descriptors—*Community Agencies (Public), Field Experience Programs, *Mental Health, *Psychologists, *Role Conflict, Role Theory, *Social Action, Speeches, State of the Art Reviews, Therapeutic Environment

This paper is addressed to psychology graduate students who are considering a practicum experience in a community-oriented agency or institution. It contains several broad generalizations, all of which have notable exceptions. Some of these generalizations are: (1) the medical model still reigns supreme, with people in control of community mental health centers interested in little more than treating people in the community—this service means outpatient psychotherapy and inpatient ward management; (2) the caretaker and the advocate differ in how they resolve one of the basic problems of community intervention, setting limits of responsibility; (3) the advocate tends to engage in social action that is potentially disruptive to the social system, while the caretaker usually designs programs that are therapeutic for society as a whole; and (4) caretakers are often problem-oriented while advocates are people-oriented. Although the impression is given that community workers are divided into two camps—caretakers and advocates—in reality people are inconsistent and situational factors will often determine what stance a worker assumes. Students need to make a choice between the two camps to prevent compromising both positions and ending up working only for their own interests. (Author/PC)

ED 101 236 CG 009 468

Townes, Brenda D. And Others

Birth Planning Values and Decisions: Preliminary Findings.

Spons Agency—National Inst. of Child Health and Human Development (NIH), Bethesda, Md.

Pub Date Aug 74

Note—36p.; Paper presented at the Annual Meeting of the American Psychological Association (82nd, New Orleans, Louisiana, August 1974)

Available from—Dr. Brenda Townes, Department of Psychiatry and Behavioral Sciences, University of Washington, Seattle, Washington 98195

EDRS Price MF-\$0.76 HC-\$1.95 PLUS

POSTAGE

Descriptors—*Decision Making, *Family Planning, Motivation, *Parent Attitudes, Research Projects, *Theories, *Values

The values and processes which underlie people's birth planning decisions were studied via decision theory. Sixty-three married couples including 23 with no children, 33 with one child, and 27 with two children were presented with a large set of personal values related to birth planning decisions. Individuals rated the importance or utility of each value and the subjective probability that each value would be realized if the couple were to elect to have a (another) child in the next two years. The subjective expected utilities were computed and compared between husbands and wives within the same parity between husbands across parities, and between wives across parities. Husbands and wives were remarkably homogeneous with respect to subjective expected utilities associated with birth planning decisions in all of the three parity groups. The motivations for and against child bearing, however, were found to differ as a function of parity among both husbands and wives. (Author)

ED 101 237 CG 009 469

A Study of Attrition of Academically Qualified Students at Arkansas State University.

Arkansas State Univ., State University.

Pub Date May 72

Note—32p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS

POSTAGE

Descriptors—*College Attendance, *College Students, *Educational Research, Higher Education, Individual Characteristics, *Questionnaires, Research Projects, *School Holding Power, Withdrawal

This study was designed to determine the number of students who were enrolled at Arkansas State University in the fall of 1971 but who failed to reenter in the spring of 1972. The principal thrust was aimed at those students who were eligible to return but failed to do so. An analysis was undertaken to determine demographic information with respect to this group and to relate these data to university-wide data. Tables and descriptive data offer information on sex, classification, and grade point average, as well as responses from a questionnaire sent to the nonreturning students. (Author/PC)

ED 101 238 CG 009 472

Koon, Jeff

Types, Traits, and Transitions: The Lives of Four-Year College Students.

California Univ., Berkeley. Center for Research and Development in Higher Education.

Spons Agency—Office of Education (DHEW), Washington, D.C. Cooperative Research Program.

Pub Date 74

Grant—OEG-6-10-106

Note—207p.

Available from—Publications Department, Center for Research and Development in Higher Education, University of California, 2150 Shattuck Avenue, 5th floor, Berkeley, California 94704

EDRS Price MF-\$0.76 HC-\$10.78 PLUS

POSTAGE

Descriptors—*Behavior Change, *College Students, Higher Education, Individual Development, Institutional Environment, Research Projects, *Student Attitudes, *Student Characteristics, *Typology

Because the impact of college on students is not uniform, this work uses a typological approach to come to grips more adequately with the question of what happens to students who attend four-year colleges. Change, development, and senior "outcomes" are examined for each of 13 groups. The groupings were devised based on a statistical analysis of the students' responses to a vast array of questions about their attitudes, beliefs, commitments, and behaviors. The statistical data was supplemented by yearly personal interviews with a subsample who were studied more intensively. As a result of findings, the author stresses the need for colleges to revamp their power structures in an effort to humanize their institutions and provide students with decision making power. (Author/PC)

ED 101 239 CG 009 474

Remer, Rory Sease, William

The Development of a Criterion Instrument for Counselor Selection.

Pub Date 74

Note—20p.; Paper presented at the Annual Meeting of the American Psychological Association (82nd, New Orleans, Louisiana, August 1974)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS

POSTAGE

Descriptors—Counseling Effectiveness, *Counselor Performance, Decision Making, *Interpersonal Competence, *Performance Criteria, *Personnel Selection, Research Projects, Speeches, *Test Validity

A measure of potential performance as a counselor is needed as an adjunct to the information presently employed in selection decisions. This article deals with one possible method of development of such a potential performance criterion and the steps taken, to date, in the attempt to validate it. It includes: the overall effectiveness of the instrument relative to the discrimination of counselor interpersonal competence; the possible modes of presentation of the standardized problem-situations, typescript, audio and audiovisual; the relative cost and the relative effectiveness of each mode of presentation; and results of the convergent-discriminant validation attempt. (Author)

ED 101 240 CG 009 476

Howard, Beverly R. Sedlacek, William E.

Trends in Freshman Attitudes and Use of Drugs. Research Report No. 4-74.

Maryland Univ., College Park. Counseling Center.

Report No.—RR-4-74

Pub Date 74

Note—14p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS

POSTAGE

Descriptors—*College Freshmen, *Comparative Analysis, Demography, *Drug Abuse, Higher Education, Research Projects, Sex Differences, *Student Attitudes, *Surveys

An anonymous questionnaire was administered to a representative sample of incoming freshmen at the University of Maryland, College Park (N=491; 53 percent male, 47 percent female). Data were compared with previous surveys at Maryland (Horowitz and Sedlacek, 1973; Fago and Sedlacek, 1974 a,b) and analyzed by percentages, chi-square, F and Friedman 2-way analysis of variance. Results indicate that more freshmen have tried marijuana than in previous years, but there are fewer regular users. In the most recent year studied, males have a higher incidence of use of marijuana, cocaine, and beer than females, while females report a higher incidence of speed use. City residents reported a higher incidence of drug use, followed by suburban and rural freshmen. Students tended to use drugs to "get high, feel good," and tended not to use drugs because of "no desire to experience its effects." Reasons for use and nonuse were not significantly different across years. Students in the latter two years studied were more apt to feel that marijuana should be legalized and to come to the counseling center for help, but they were less likely to attend a drug education program. (Author)

ED 101 241 CG 009 480

Handbook On Scholarships and Grants.

New York State Education Dept., Albany.

Pub Date 74

Note—30p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS

POSTAGE

Descriptors—Bulletins, *College Planning, Counselors, *Higher Education, Information Sources, *Scholarships, *State Aid, *State Boards of Education

Identifiers—*New York

This bulletin is designed primarily for high school and college officers who have responsibility for advising students concerning the grant and scholarship programs administered by the New York Regents Examination and Scholarship Center of the State Education Department. It provides information concerning the following: (1) tuition assistance program awards; (2) Regents college scholarships; (3) Regents nursing scholarships; (4) Regents scholarships at Cornell University; (5) Regents awards for children of

deceased and disabled veterans; (6) Regents scholarships for war veterans; (7) Regents scholarships in medicine, dentistry and osteopathy; (8) Regents physician shortage scholarships; and (9) Herbert H. Lehman graduate fellowships. This edition of the Handbook reflects the status of the various programs as of the close of the 1974 session of the New York Legislature. (Author)

ED 101 242 CG 009 482
Feshbach, Norma D. Kuchenbecker, Shari Y.
A Three Component Model of Empathy.
Pub Date Sep 74

Note—13p.; Paper presented at the Annual Meeting of the American Psychological Association (82nd, New Orleans, Louisiana, August 1974)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Cognitive Processes, *Emotional Development, *Empathy, Literature Reviews, *Models, Motivation, *Response Mode, *Social Behavior, Speeches, State of the Art Reviews
The authors' investigations of the antecedents and consequences of the empathy response have been guided by a three-component model of empathy. Two of these components are cognitive: the ability to discriminate and label affective states in others, and the ability to assume the perspective and role of another person. Emotional capacity and responsiveness constitute the third component. One implication of this model is that social understanding is a necessary but not sufficient condition for the occurrence of the empathy response. While the authors review several studies on empathy they stress results accruing from the investigation of the relationship between social comprehension and empathy (Kuchenbecker, Feshbach, and Fletcher, 1974). As the child grows older, the ability to comprehend social situations increases, as does the tendency to share the affective state of individuals in these social situations. The social comprehension factor becomes associated with the remedial progress in achievement of the child, while empathy becomes more strongly associated with social behavior. The authors predict that those programs which attend to the affective as well as the cognitive aspects of social interaction will prove to be the most successful in enhancing pro-social behaviors. (Author/PC)

ED 101 243 CG 009 483
Reynoso, Cruz Coppelman, Peter D.

Proposals To Eliminate Legal Barriers Affecting Elderly Mexican-Americans: A Working Paper, Prepared for the Special Committee on Aging, United States Senate, Ninety-Second Congress, Second Session.

Congress of the U.S., Washington, D.C. Senate Special Committee on Aging.

Pub Date May 72

Note—15p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 5270-1461, \$0.10)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Economic Disadvantage, *Federal Programs, Government Publications, *Mexican Americans, *Older Adults, Program Improvement, *Social Problems

This report to the Special Committee on Aging of the U.S. Senate found that for no single category of the poor is there as great a gap between availability and accessibility of services as for elderly Mexican-Americans. The report proposes that as a bare minimum and meager beginning, Congress remove the unjustifiable legal barriers to obtaining Federal benefits. Some of these proposals are to: (1) eliminate citizenship and durational residency requirements; (2) assure more adequate old age assistance income levels; (3) strengthen Federal protections against Medicaid cutbacks by states; (4) improve quality-of-care standards in general hospitals receiving medicare money; and (5) eliminate relative responsibility provisions in old age assistance programs. (Author/PC)

ED 101 244 CG 009 490
Hamilton, J. Ogden

Probability of Success in Multiple Trial Tasks: Implications for Atkinson's Theory of Motivation and Risk Taking Behavior.

Pub Date Jul 74

Note—24p.

Available from—J. Ogden Hamilton, Department of Administrative and Behavioral Studies, Graduate School of Business, Indiana University, Bloomington, Indiana 47401

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Behavioral Science Research, Expectation, *Motivation, *Performance Factors, Research Projects, *Risk, *Success Factors, *Task Performance

Identifiers—*Atkinson Theory of Motivation

In a variable distance 10-trial ringtoss, it was found that success required that a subject exceed his expected score. Therefore, the probability of success was the probability of exceeding the expected score on the 10 throws (Ps10); and this is shown to be different from the probability of scoring a ring in a single throw (Ps1) from the same distance. Earlier results presented in support of Atkinson's theory of risk-taking behavior used the same experimental method but tested the theory against Ps1. The same data do not support the theory when analyzed against Ps10. It is suggested that in a multiple trial task, Ps1 represents not a probability of success, but a long term performance level, and that success or failure in any one trial is of small importance. Because these conditions do not meet the explicit assumptions of Atkinson's theory, a new approach is required to explain the reported motive-related differences in preference for moderate probability of success in multiple trial tasks. (Author)

ED 101 245 CG 009 491
Curran, James P. Gilbert, Francis S.

The Evaluation of Treatment Procedures Aimed at the Reduction of Interpersonal Anxiety in the Dating Dyad.

Pub Date Nov 74

Note—15p.; Paper presented at the Annual Meeting of the Association for Advancement of Behavior Therapy (8th, Chicago, Illinois, November 1974)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Anxiety, *Dating (Social), *Interpersonal Problems, *Laboratory Training, Peer Relationship, Research Projects, *Skill Development, Social Development, Speeches

Three outcome studies were conducted in order to evaluate various treatment procedures for subjects experiencing dating anxiety. The treatment procedures of specific focus was a skills training package using modeling, behavioral rehearsal, feedback, and in vivo practice as major components. The data from two studies indicates the skills training package effective in reducing dating anxiety and increasing interpersonal skills. The study indicates no significant effect due to the skills training package, but the result may be confounded by the selection of less phobic subjects and less sensitive assessment procedures. (Author)

ED 101 246 CG 009 492
DeFrain, John D.

A Father's Guide to Parent Guides: Review and Assessment of the Paternal Role as Conceived in the Popular Literature.

Pub Date Oct 74

Note—19p.; Paper presented at the Annual Meeting of the National Council on Family Relations/American Association of Marriage and Family Counselors (St. Louis, Missouri, October 1974)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Child Rearing, Family Life, *Literature Reviews, *Parent Responsibility, *Role Perception, *Sex Role, Socialization, Speeches, State of the Art Reviews

The author discusses and reviews child-rearing literature prevalent in many modern home libraries. In 53 volumes on various aspects of child-rearing, there is a noticeable lack of discussion on who should bear the direct responsibility for raising children, with only two books covering the topic. About half the books do not have any discussion at all of sex roles in parenting. The remaining half can be arbitrarily placed on a continuum from those which unquestionably validate the usefulness of strict sex-role delineation in parenting, to those which assume its usefulness and do not even bother to discuss the issue, to those which openly question the value and basis for assuming differences between the behaviors of

mothers and fathers. The author offers his own conclusion on parenting which, abbreviated, is that "children are not a mother's responsibility, nor a father's... they are parents' responsibility." He notes that enough energy has been consumed in the search for the differences between men and women, and fathers and mothers; it is time to search for similarities. (Author/PC)

ED 101 247 CG 009 496
Sullivan, Stephanie Carlson McAlpine, Julie

Carlson

Job Opportunity and Career Books for Junior and Senior High School Libraries and Guidance Departments.

Pub Date [74]

Note—11p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Annotated Bibliographies, *Bibliographies, *Employment Opportunities, Information Sources, *Occupational Information, Part Time Jobs, Secondary Education, *Summer Programs, *Youth Employment

Important in any junior or senior high school library or guidance department is an up-to-date list of books which provide students with information on part-time and summer job opportunities, as well as career data. This selectively compiled bibliography is divided into "Summer Jobs and Part-time Work Opportunities" and "Career Information." Few of the book titles are specifically directed toward one sex or the other. One of the valuable features of the listing is its inclusion of books which tell where a student can receive the education necessary for a particular occupation. Another feature of the bibliography is the emphasis on job information for paraprofessionals. (Author/PC)

ED 101 248 CG 009 500
Handbook on Careers Related to the Environment. Preliminary Edition.

Illinois State Office of the Superintendent of Public Instruction, Springfield. Div. of Vocational and Technical Education.

Pub Date [74]

Note—54p.; Prepared by the Illinois State Task Force for Environmental Occupations

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—*Career Choice, *Careers, Counseling, Educational Programs, *Environment, *Occupational Information, State of the Art Reviews

Identifiers—*Handbook

This document is designed to be a "state of the arts" in education for environmental occupations in Illinois. This document contains three major parts. The first part deals with definitions and basic concepts relating to education for environmental occupations. The second part lists existing and emerging occupations which were considered by the task force to be related to the maintenance and improvement of our natural environment. The third lists existing educational programs in Illinois community colleges, area vocational centers, and other agencies which provide training for entry level skills in selected environmental occupations. It is hoped that this document will be of use to career counselors, occupational instructors, teacher-training institutions, learners interested in entering and progressing with an environmental occupation, and others interested in enhancing the quality and scope of occupational education in Illinois. (Author)

ED 101 249 CG 009 501
Morton, Anton S. And Others

An Evaluation of Drug Education in the United States Army.

Little (Arthur D.), Inc., Cambridge, Mass.

Spons Agency—Army Research Inst. for the Behavioral and Social Sciences, Arlington, Va.

Pub Date [73]

Note—11p.; Paper presented at the International Council on Drug Education (October 1973)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Drug Education, *Educational Experiments, *Military Service, *Prevention, *Program Evaluation, Research Projects, Social Problems

In an attempt to prevent drug abuse, the U.S. Army developed drug education programs (DEP) at all its installations to inform soldiers about the dynamics and consequences of drug use. This

paper presents the findings of the recently completed evaluation of Army DEP. The study surveyed 1,716 enlisted men at 16 posts about exposure to the DEP and their present and former drug use. In addition, an experiment was performed at one post where the reported drug use patterns of a sample of enlisted men were measured before and after initiation of a formal DEP. Results of the study showed that drug education provided to adolescent and postadolescent Army enlisted men did not affect their drug use. The report postulates that the impact of DEP might have been different had the audience consisted of young schoolchildren who had not yet tried drugs. Reasons for the failure of the DEP are suggested. (Author/PC)

ED 101 250 CG 009 509

Adams, Gerald R. LaVoie, Joseph C.

Parental Expectations of Educational and Personal-Social Performance and Childrearing Patterns as a Function of Attractiveness, Sex, and Conduct of Child.

Pub Date May 74

Note—26p.; Paper presented at the Annual Meeting of the Midwest Psychological Association (Chicago, Illinois, May 1974)

Available from—Joseph C. LaVoie, Department of Psychology, University of Nebraska at Omaha, Omaha, Nebraska 68101

EDRS Price MF-\$0.76 HC-\$1.95 PLUS

POSTAGE

Descriptors—*Cultural Factors, Elementary School Students, *Expectation, *Parent Reaction, *Physical Characteristics, Research Projects, Sex Stereotypes, *Socialization, Student Behavior

The influence of a child's sex, physical attractiveness, and conduct on parental expectancies of academic and social performance as well as socialization practices of the child's parents were assessed by comparing parental responses on these measures after reading a child's report card. Parents of elementary-age school children were asked to read a student progress report for a child whose conduct ratings were good or poor. Attached to the report was a color photograph of a child who had been previously judged to be of high or low physical attractiveness. After reading the student progress report, parents were asked to rate the child on a number of academic, social, and childrearing measures. Conduct of the child significantly influenced parental expectancies on most measures. Physical attractiveness was a factor in ratings on certain social factors and sex of the child seemed to bias ratings on vocational attainment. The results were discussed in terms of sociocultural expectancies. (Author)

ED 101 251 CG 009 510

Adams, Gerald R. LaVoie, Joseph C.

Physical and Interpersonal Attractiveness of the Model and Imitation in Adults.

Pub Date May 74

Note—21p.; Paper presented at the Annual Meeting of the Midwest Psychological Association (Chicago, Illinois, May 1974)

Available from—Joseph C. LaVoie, Department of Psychology, University of Nebraska at Omaha, Omaha, Nebraska 68101

EDRS Price MF-\$0.76 HC-\$1.58 PLUS

POSTAGE

Descriptors—*Adults, Behavior Patterns, *Imitation, *Interaction Process Analysis, Models, Personality, *Physical Characteristics, *Predictor Variables, Psychological Patterns, Research Projects

The effects of physical attractiveness, warmth, and sex of an adult model on imitation behavior of adult males and females were investigated. Subjects were randomly paired with confederates of low or high facial attractiveness who interacted with the subject in a cold-unfriendly or warm-friendly manner. The imitation task involved the confederate lighting a specified colored light on the subject's panel in response to a noun. The subject then indicated his color choice on the confederate's panel. The summed score for 20 trials of match or mismatch was used as the measure of imitation. Results indicated that physical attractiveness influences imitation when combined with other variables, but when compared with a salient, interpersonal attraction variable such as warmth, the effects of physical attractiveness are greatly reduced. The data suggests that the effects of physical attractiveness may be substantially altered when subjects have an opportu-

nity to interact with persons of differential attractiveness; thus, one needs to exercise caution in making inferences from the literature on physical attractiveness. (Author/PC)

ED 101 252 CG 009 522

Hill, Michael K. Kahn, Arnold

Physical Attractiveness and Proximity in the Attribution of Success.

Pub Date May 74

Note—15p.; Paper presented at the Annual Meeting of the Midwest Psychological Association (Chicago, Illinois, May 1974)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS

POSTAGE

Descriptors—*Affective Behavior, Behavior Patterns, *Distance, *Females, *Physical Characteristics, Research Projects, Speeches, *Success Factors, Task Performance

This study assessed attributions made to an attractive or unattractive person who took either a proximal or distal seating position following task performance. Greater attributions of success were made to an attractive person, regardless of the proximity, which suggests pervasive influence of physical attractiveness on attributions in behavioral situations. (Author)

ED 101 253 CG 009 527

LaVoie, Joseph C. Adams, Gerald R.

Understanding of Guns, Gun Play, and Aggressivity Among 5-9 Year Old Children.

Pub Date May 74

Note—22p.; Earlier version of this paper presented at the Annual Meeting of the Midwest Psychological Association (Chicago, Illinois, May 1974)

Available from—Joseph C. LaVoie, Department of Psychology, University of Nebraska at Omaha, Omaha, Nebraska 68101

EDRS Price MF-\$0.76 HC-\$1.58 PLUS

POSTAGE

Descriptors—*Aggression, Attitudes, *Behavior Development, *Children, Elementary School Teachers, *Play, Research Projects, *Socialization, Speeches

Knowledge about guns and the relation between play with guns and aggressivity was assessed in a group of 5-9 year old children. Each child was questioned about his gun play and his understanding of guns after he was shown a display of two toy and two real guns. This data was then correlated with a teacher rating of aggression for each child. Children's play with guns was not significantly related to their rated aggressiveness. Further, the children were not able to discriminate reliably between toy and real guns and they held some distorted beliefs about guns. The results are discussed in terms of the aggressive cue hypothesis. (Author)

ED 101 254 CG 009 538

Saunders, Arpiar G., Jr.

Behavior Therapy in Prisons: Waldon II or Clockwork Orange?

Pub Date Nov 74

Note—33p.; Paper presented at the Annual Meeting of the Association for Advancement of Behavior Therapy (8th, Chicago, Illinois, November 1974)

EDRS Price MF-\$0.76 HC-\$1.95 PLUS

POSTAGE

Descriptors—Behavioral Science Research, *Behavior Change, Conditioned Response, *Correctional Rehabilitation, *Literature Reviews, Prisoners, Program Descriptions, *Research Problems, Speeches

This paper reflects an attempt to chronicle the events, articles, and hearings which concerned the application of behavior technology in adult prison systems between January 1, 1973 and November 1, 1974. The events of this time period are viewed by the author as demanding the attention of behavior therapists, legislators, correctional officials, attorneys, and, of course, the subject (or object) prisoners themselves. This document reports briefly on the efforts of behavior modifiers who have studied prison systems and attempted to develop conditioning technologies for those whose past rehabilitative efforts have been reported to "have had no appreciable effect on recidivism." (Author/PC)

ED 101 255 CG 009 541

Terrill, Marilyn J.

Sex-Role Stereotypes and Conceptions of Mental Health of Graduate Students in Counseling.

Pub Date 72

Note—63p.; Master's Thesis, University of Illinois at Urbana-Champaign

EDRS Price MF-\$0.76 HC-\$3.32 PLUS

POSTAGE

Descriptors—*Counselor Attitudes, Counselor Educators, *Counselor Training, *Graduate Students, *Mental Health, Questionnaires, Research Projects, *Sex Stereotypes

Identifiers—Brownerman, *Sex Role Questionnaire

The design of this study closely follows one by Brownerman in order to test the applicability of results to graduate students in counseling and counselor education programs. Subjects were administered the Sex-Role Questionnaire; masculinity, femininity, and adult agreement and health scores were computed and compared by t-tests. Results indicated that there was high consensus only in regard to the characteristics of the healthy adult, sex unspecified. It was concluded that graduate counseling students had a triple standard of health—one for adults (sex unspecified), one for adult men, and one for adult women. It was found that these different standards of health did not clearly parallel sex-role stereotypes. The results were compared and contrasted with those of Brownerman and implications for counselor education programs, counselor educators, and counseling graduate students were discussed. (Author/PC)

ED 101 256 CG 009 546

Winn, Mitchell

The Drug Alternative.

American Alliance for Health, Physical Education, and Recreation, Washington, D.C. Association for the Advancement of Health Education.

Spons Agency—Smith, Kline and French Labs., Philadelphia, Pa.

Pub Date 74

Note—64p.

Available from—American Alliance for Health, Physical Education and Recreation, 1201 16th Street, N.W., Washington, D.C. 20036

EDRS Price MF-\$0.76 HC Not Available from

EDRS. PLUS POSTAGE

Descriptors—Books, *Decision Making, *Drug Abuse, *Elementary Secondary Education, *Futures (of Society), *Individual Development, *Self Esteem, State of the Art Reviews, Values, Youth

While this book is directed toward educators and counselors, its concepts are applicable to all who work with youth, including parents. What the author does is to look honestly at one fact—that a linkage exists between serious drug misuse and lack of self-esteem—and to turn this fact around to encourage the building of self-esteem from K-12 as the best defense against self-destructive behavior such as serious drug misuse. In consideration of this book's content, people whose lives and work brought them to the drug scene have shared counsel and the common conviction that application of these ideas can both enrich life and enhance awareness of its worth. The book is for anyone concerned with the desensitizing aspects of our time. (Author/PC)

ED 101 257 CG 009 547

Brozovsky, Paul V.

The Effect of Study at the University of Washington Upon an Individual's Life Style. EAC Report No. 268.

Washington Univ., Seattle. Educational Assessment Center.

Report No.—EAC-R-268

Pub Date Sep 74

Note—56p.

Available from—Educational Assessment Center, University of Washington, 1400 Campus Parkway, PB-30, Seattle, Washington 98195

EDRS Price MF-\$0.76 HC-\$3.32 PLUS

POSTAGE

Descriptors—*College Attendance, College Students, Comparative Analysis, *Dropout Characteristics, Higher Education, *Life Style, *Performance Factors, Research Projects, *Student Characteristics, Success Factors

The effects of dropping out of the University of Washington on an individual's later life style were investigated by means of an eight page questionnaire responded to by 94 members of the class of 1966. Differences due to ability and sex as well as graduation versus dropout were investigated. Differences are reported in leisure time activities, community activities, mobility, vocational interests, and vocational success. Graduates were found to enjoy greater vocational success and

showed a greater interest in cultural events than did dropouts. (Author)

ED 101 258 CG 009 549

Guide To Mental Health Educational Materials; A Directory for Mental Health Educators.

National Inst. of Mental Health (DHEW),

Rockville, Md.

Report No.—DHEW-ADM-74-35

Pub Date 74

Note—56p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—*Guidance Services, Information Dissemination, *Instructional Materials, *Mental Health, Program Improvement, *Resource Guides, *Technical Assistance

The year 1973 was a turning point in the field of mental health education. All across the country, new programs were started to educate the public about mental health. Providing personal and technical assistance to local program directors and volunteers became a new role for NIMH. To that end, this updated listing of materials available to local programs was prepared. It includes only publishers of mental health pamphlets and other materials designed for use by the lay public and groups involved in education work with the lay public. Materials covered in the guide include pamphlets, leaflets, reports, periodicals, bibliographies, work kits, play scripts, discussion guides, films, radio programs, and posters. The guide is not intended to be exhaustive. (Author/PC)

ED 101 259 CG 009 550

Gonzalez, Carlos And Others

Counseling The Mexican-American Student: A Position Paper.

Pub Date Mar 72

Note—11p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Counselor Acceptance, Counselor Characteristics, *Cultural Pluralism, *Identification (Psychological), Junior Colleges, Junior College Students, *Mexican Americans, *Self Concept, State of the Art Reviews

The authors attempt to increase understanding of the Chicano student in a community college setting. The attitudes and values of a counselor are very important in a counseling relationship; therefore, a counselor must be honest with himself in analyzing his own feelings about those who are different from himself. Many Chicano students enter community colleges with a definite identity crisis. They have been living in two cultures, believing that they must totally accept one and reject the other. A counselor has a responsibility to educate himself about the history and culture of the Mexican-American and to take an active part in helping students resolve their identity crises. In addition it is important for students to be encouraged to study the history and culture of the Mexican-American (i.e., Raza classes). (Author/PC)

ED 101 260 CG 009 551

Beeler, Kent D.

Students and Student Personnel in the 1970's: A Promise of Paradox?

Pub Date 74

Note—22p.; Paper presented at Michigan College Personnel Association Winter-Spring Conference (East Lansing, Michigan, February 1974)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Attitudes, Educational Environment, *Futures (of Society), *Post Secondary Education, *Problem Solving, Speeches, State of the Art Reviews, *Student Characteristics, *Student Personnel Services

The author lists, from recent professional writings, 34 prevailing but contradictory attitude statements divided into two parts relating to students and student personnel. Twenty entries deal with clientele, campus, and classes; fourteen pertain to personnel services and the practicing professional. Before adjustments in these or other paradoxical situations can be made, each student personnel worker has to assess his degree of commitment toward resolving the problem areas which pertain to him. Only an honest self-reflec-

tion will, in the end, promote constructive change in the internal workings of the student personnel machinery on each campus. (Author/PC)

ED 101 261 CG 009 552

Taylor, Donald L.

Sufficiency, Intimacy and the Good Life.

Pub Date [74]

Note—25p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Affective Behavior, *Counseling, Interpersonal Problems, *Interpersonal Relationship, Objectives, *Self Actualization, Social Change, State of the Art Reviews, *Values Identifiers—*Intimacy

Our capacity to provide food and shelter is freeing us from the constant burden of keeping the wolf away from the door. We are increasingly able to give our attention to other values. This type of sufficiency provides time and circumstances for developing intimate relationships. Intimate relationships are characterized by revelation of one's innermost thoughts and feelings as well as one's physical body. The development of intimate relationships is creating new kinds of problems. For example, the shock caused by expressing previously unstated feelings to a spouse may lead to separation. The unexpected but honest answers of children create conflict between generations. Intimacy also provides opportunities for new kinds of experiences which can intensify and deepen relationships. Counselors and educators need to adjust their concerns and assumptions to the reality of the new sufficiency. Sacrifice and thankfulness, traditional virtues, are becoming obsolescent in family decisions whereas contentment and joy are being adopted as realistic goals. (Author)

ED 101 262 CG 009 553

Kanter, Rosabeth Moss And Others

Coupling, Parenting, and the Presence of Others: Intimate Relationships in Communal Households.

Spons Agency—National Inst. of Mental Health (DHEW), Rockville, Md.

Pub Date 74

Note—34p.; Portions of this paper were presented at the Annual Meeting of the American Psychological Association (82nd, New Orleans, Louisiana, August 1974), and the Annual Meeting of the Society for the Study of Social Problems (Montreal, Canada, August 1974)

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—*Child Rearing, *Family Life, *Group Living, *Interpersonal Relationship, *Lifestyle, Locus of Control, Parent Child Relationship, Research Projects, Responsibility Identifiers—*Communal Living

This study explored some of the impacts of the presence of others on the most intimate human relationships: those of couples and parents and children in communal households. The shift from essentially dyadic to larger group relations in the home adds a number of complex phenomena: audiences, alternative resources, coalition partners, interventions, and political jockeying. In each kind of relationship the primary tie may remain central for many people while they balance availability and responsibility to the others. There are both greater opportunities for wider intimacy, more ties, sharing of chores and responsibilities, autonomy, and egalitarianism and a series of new issues with which couples, parents, and children must cope. (Author)

ED 101 263 95 CG 009 555

Leland, Arthur L. And Others

Paraprofessionals in Occupational Resource Centers.

Massachusetts State Dept. of Education, Boston.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date Jul 74

Note—101p.

Available from—Keynotes, Division of Curriculum and Instruction, Massachusetts State Department of Education, 182 Tremont Street, Boston, Massachusetts 02111

EDRS Price MF-\$0.76 HC-\$5.70 PLUS POSTAGE

Descriptors—*Career Education, Educational Programs, Elementary Secondary Education,

Guidelines, *Information Dissemination, *Non-professional Personnel, *Occupational Information, *Resource Centers, Resources Identifiers—*Elementary Secondary Education Act Title III, ESEA Title III

This report is intended to serve as a basic information source for those who seek to establish an Occupational Resource Center, are seeking information concerning paraprofessional training programs, or simply wish to expand their awareness of the programs and materials available in the career education field. This report is intended as a guideline for interested individuals, through a description of one training program which has proved successful and through a description and directory of occupational resource centers which serve as models for institutions implementing their own occupational resource center programs. (Author)

ED 101 264 CG 009 561

Dean, Dwight G. Lucas, Wayne L.

Improving Marital Prediction: A Model and a Pilot Study.

Pub Date Oct 74

Note—21p.; Paper presented at the National Council on Family Relations (St. Louis, Missouri, October 1974)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Emotional Response, *Interaction, *Marriage, *Models, *Personal Adjustment, *Prediction, Research Projects, Role Perception, Social Background, Speeches

A model for the prediction of marital adjustment is proposed which presents selected social background factors (e.g., education) and interactive factors (e.g., Bienvenu's Communication scale, Hurvitz' Role Inventory, Dean's Emotional Maturity and Commitment scales, Rosenberg's Self-Esteem scale) in order to account for as much of the variance in the Minimum Marital Adjustment score (husband's score or wife's score, whichever is lower) as possible. Communication, Perceived Emotional Maturity and Congruency between Husband's Expectations and Wife's Role Behavior accounted for most of the variance, with a coefficient of multiple determination of .57 with marital adjustment, when Social Desirability was controlled. (Author)

ED 101 265 CG 009 562

Gecas, Viktor Nye, F. Ivan

Sex and Class Differences in Parent-Child Interaction: A Test of Kohn's Hypothesis. Scientific Paper No. 4181.

Washington State Univ., Pullman. Coll. of Agriculture; Washington State Univ., Pullman. Dept. of Rural Sociology.

Pub Date 74

Note—24p.; Paper presented at the Annual Meeting of the National Council of Family Relations (St. Louis, Missouri, 1974)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Discipline, Motivation, *Parent Child Relationship, Research Projects, *Response Mode, *Sex Differences, Social Class, *Socioeconomic Status, Speeches

This paper examines sex and class differences in the style and circumstances of parental discipline of the child. Specifically, we have focused on Melvin Kohn's suggestive hypothesis that white collar parents stress the development of internal standards of conduct in their children and thus are more likely to discipline the child on the basis of their interpretation of the child's motives for a particular act, while blue collar parents are more likely to react on the basis of the consequences of the child's behavior. Our findings, based on a sample of 210 Washington State couples, support this hypothesis. We found a greater difference in the responses of white collar parents toward their child when he "accidentally breaks something" versus when he "intentionally disobeys" than there was for blue collar parents. Other class and sex differences in parental response to the child were also explored. (Author)

ED 101 266 CG 009 567

Kilmann, Peter R.

Marathon Group Therapy with Female Narcotic Addicts.

Pub Date 74

Note—16p.; Paper presented at the Annual Meeting of the American Psychological Association (82nd, New Orleans, Louisiana, August 1974)

Available from—Peter R. Kilmann, Dept. of Psychology, University of South Carolina, Columbia, South Carolina 29208

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Behavior Change, *Drug Addiction, Drug Therapy, Females, *Group Therapy, *Institutionalized (Persons), Problem Solving, Research Projects, *Self Control

Identifiers—*Personal Orientation Inventory

This study evaluated the impact of structured and unstructured marathon therapy on institutionalized female narcotic addicts. Subjects were randomly assigned to one of five groups: two structured therapy groups, two unstructured therapy groups, and a no-treatment control group. The Personal Orientation Inventory, the Adjective Check List, and a measure of self-ideal congruence were selected as the dependent variables. Results showed that marathon participants, when compared with the control subjects, became more interested in their obligations (i.e., "Self-control") and made greater efforts to be more successful (i.e., "Achievement"). Because narcotic addicts have difficulty in impulse control and lack of persistence in working on their problems, it seems reasonable to assume that the addicts who participated in the marathon groups experienced therapeutic change. The results of the comparison between the structured and unstructured treatment conditions did not produce any significant results. Highly positive verbal feedback was received from the marathon participants directly after the postmeasures were administered (Author/PC)

ED 101 267 CG 009 613

Alker, Henry A. And Others
Facilitating Personality Change with Audiovisual Self-confrontation and Interviews.

Pub Date 74

Note—37p.; Paper presented at the Annual Meeting of the American Psychological Association (82nd, New Orleans, Louisiana, August 1974)

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Audiovisual Aids, *Behavior Change, Interviews, *Measurement, *Personality Change, *Personality Studies, Research Projects, *Self Evaluation

Two studies are reported, each of which achieves personality change with both audiovisual self-confrontation (AVSC) and supportive, non-directive interviews. The first study used Ericksonian identity achievement as a dependent variable. Sixty-one male subjects were measured using Anne Constantine's inventory. The results of this study demonstrated the power of AVSC for facilitating constructive personality change. The second study changed a variable that moderated effects in the first study: Tomkins humanistic vs. normative orientation. The subjects were 100 undergraduate students enrolled in large introductory psychology courses. The basic design was a 2x2 analysis of variance using four experimental conditions and one control condition. The results of this second study indicate that the process of change involves a shift in the locus of evaluation rather than simple differences in the kind of information generated in AVSC. It was concluded that the distinction drawn experimentally in these two experiments goes a long way toward explaining why there is so much confusion and unreliability in previous research on AVSC as a technique for promoting personality change. (Author/BW)

ED 101 268 CG 009 635

Greenberg, Jerrold S.
The Use of Drugs to Calm Kids.

Pub Date [74]

Note—19p.; Paper presented at New York State Federation of Chapters of the Council for Exceptional Children (Buffalo, New York, November 1974)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Behavior Problems, *Drug Therapy, Elementary Education, *Elementary School Students, *Hyperactivity, Literature Reviews, Primary Education, School Role, Speeches, State of the Art Reviews

The author, through an extensive review of the literature, describes the present state of knowledge regarding hyperkinetic syndrome. The review of the literature is organized into several categories: (1) hyperactive child syndrome, (2) the child's behavior, (3) treatment for the syn-

drome, and (4) the role of schools and school personnel. Suggestions pertaining to administration of drugs to treat hyperkinesis and to appropriate responses of school personnel are offered. The author concludes that hyperkinetic child syndrome is a complex condition whose problems persist long after the hyperactivity cases. Examples of these lingering problems are low self-esteem, despair, parental rejection, socially inappropriate behavior, and a bad reputation. The author suggests a team, consisting of physician, parent, teacher, and siblings, organized to respond to these problems. Situations can be organized in the school, for example, to raise self-esteem, to alleviate despair and anger, and to provide attention to the hyperkinetic child for appropriate, socially-acceptable behavior. (Author/BW)

CS

ED 101 269 CS 001 162

Kamm, Karlyn Askov, Eunice N.
Does Teaching a Classification System of Content Clues Make a Difference?

Pub Date May 74

Note—13p.; Paper presented at the Annual Meeting of the International Reading Association (19th, New Orleans, Louisiana, May 1-4, 1974)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Context Clues, Decoding (Reading), Grade 3, Grade 4, Grade 5, Reading, *Reading Comprehension, Reading Improvement, *Reading Instruction, Reading Programs, *Reading Research, Reading Skills

This study investigated whether the teaching of a classification system of context clues will help children to better use context clues and improve their comprehension. One hundred twenty-seven students selected from grades 3-5 in two schools served as subjects. One school was designated as the experimental school, and subjects were taught cause and effect and direct description context clues using the teaching activities outlined in the Wisconsin Design's "Teachers' Resource File: Comprehension." The other school served as the control and offered no special instruction in context clues. The period of instruction consisted of 10 school days. Significant differences were found favoring the experimental school. Through an analysis of variance on the experimental school only, significant differences were found between grade levels and across all three grade levels. One implication was that certain instruction in context clues could begin at least by third grade—or perhaps sooner with material of appropriate difficulty. (WR)

ED 101 270 CS 001 517

Ellison, Joseph Lee
A Comparison of the Responses Made to Visual and to Printed Information by Selected College Students.

Pub Date 74

Note—83p.; Ed.D. Dissertation, East Texas State University

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 74-25,629, MF\$5.00, Xerography \$11.00)

Document Not Available from EDRS.

Descriptors—College Students, Doctoral Theses, *Educational Research, *Memory, Pictorial Stimuli, *Reading Processes, *Visual Learning

The purpose of this study was to determine whether there were any differences between the responses made by selected college students to information presented in a visual context and to the same basic information presented in a verbal context. Selected college students were asked to respond to pictorial information and to the same basic information in printed form. Three variables were tested in the experiment: describing, comparing, and sequencing. The results indicated a statistically significant difference between the means when the same basic information was presented in both picture and printed form. Analysis of the data indicated that the picture information produced more correct responses than did the printed information. Responses to pictures were not only more accurate but also provided for fewer differences in interpretations. (Author/WR)

ED 101 271 CS 001 549

Thackray, Derek Thackray, Lucy
Thackray Reading Readiness Profiles, Manual of Instructions; Thackray Reading Readiness Profiles.

Pub Date 23 Sep 74

Note—48p.

Available from—University of London Press Ltd., The English Universities Press Ltd., Saint Paul's House 8/12 Warwick Land, London EC4P 4AH, England (Specimen Set 70p each)

Document Not Available from EDRS.

Descriptors—Reading, Reading Instruction, *Reading Readiness Tests, *Reading Skills, *Reading Tests

Identifiers—Great Britain, Thackray Reading Readiness Profiles

The Thackray Reading Readiness Profiles are the first original British reading readiness tests to be published and are the outcome of ten years of research in the field of reading readiness with British children. The profiles consist of three group measures and one individual measure, including vocabulary and concept development, auditory discrimination, visual discrimination, and general ability. The profiles are designed to be administered in the reception class soon after the children start school for the first time. Also included are instructions for administering the profiles, for scoring them, and for interpreting the results; games and activities to foster language development, auditory discrimination, and visual discrimination; construction and standardization of the profiles; reliability and validity of the profiles; and intercorrelations of the profiles. (WR)

ED 101 272 CS 001 554

Bowers, John E. And Others
Identifying, Validating, and Multi-Media Packaging of Effective Reading Programs. Final Report.

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C. Right to Read Program.

Report No.—AIR-41200-12/74-FR

Bureau No.—BR-4-1200

Pub Date Dec 74

Contract—OEC-0-73-7054

Note—148p.; See related document CS001555

EDRS Price MF-\$0.76 HC-\$6.97 PLUS POSTAGE

Descriptors—Educational Programs, Instructional Programs, *Program Effectiveness, *Program Evaluation, Program Improvement, Reading, Reading Improvement, *Reading Programs

Identifiers—*Right to Read

The major aim of this project was to develop dissemination packages for reading programs that had demonstrated effectiveness in improving reading achievement. The search involved a review of past research studies, computer stored abstracts, and library materials, as well as the obtaining of nominations from experts in the field and from the staff of educational, professional, and government organizations. Program information was obtained from a study questionnaire—the Program Information Form (PIF)—and from detailed program documents. The results of the search and screen tasks were: over 1,500 program candidates identified through nominations and literature searches were sent PIFs; 728 of these returned completed PIFs which were key punched and computer scored to rank programs on the basis of pre-coded answers to items pertaining to program evaluation; 27 programs were recommended for packaging and 222 were selected for the catalog. The 27 recommended for packaging were a small fraction of the programs reviewed but they were the only candidates judged by the American Institutes for Research staff reviewers to have met defensible standards for claims of effectiveness. (Author/WR)

ED 101 273 CS 001 555

Campeau, Peggie L. Roberts, Sarah J.
Diffusion Planning for the Right to Read Packaged Programs: A Supplement to the Final Report.

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C. Right to Read Program.

Report No.—AIR-412000-12/74-SR

Bureau No.—BR-4-1200

Pub Date Dec 74

Contract—OEC-0-73-7054

Note—50p.; See related document CS001554

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Educational Programs, Instructional Programs, *Program Effectiveness, *Program Evaluation, Program Improvement, Reading, Reading Improvement, *Reading Programs

Identifiers—*Right to Read

This supplement to the final report, "Identifying, Validating, and Multi-Media Packaging of Effective Reading Programs," was prepared for Right to Read for use in developing an effective plan for interesting potential users in examining and possibly adopting the validated, packaged programs. The six chapters in the document address key steps in the diffusion process: setting objectives for the diffusion effort, selecting sites where the packaged programs will succeed, getting information about these programs to potential users, finding out what sites need to implement the programs, supplying what the sites need when they need it, and evaluating the effectiveness of the diffusion effort. Each chapter summarizes field experience and literature on a specific step in the diffusion process. This information comes from interviews and researchers who have introduced or studied educational change. Based on these experiences, implications for use of the Right to Read packages are listed at the end of each chapter to provide specifications for developing a sound diffusion strategy—whether for a field test of the packaged programs or for a limited dissemination effort. (Author/WR)

ED 101 274 CS 001 556

Wurster, Stanley R.

Happiness Is Reading: Reading Resource Center Glendale Elementary School District No. 40, Second Year of a Title I Project.

Arizona State Univ., Tempe. Coll. of Education; Glendale Elementary School District 40, Ariz. Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Aug 74

Note—42p.; See related document ED 082 150

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Attendance, *Educationally Disadvantaged, Elementary Education, Reading Achievement, Reading Comprehension, Reading Difficulty, *Reading Improvement, *Reading Programs, Reading Skills, *Remedial Programs, *Remedial Reading, Self Esteem, Student Attitudes

Identifiers—Elementary Secondary Education Act Title I, ESEA Title I

The basic purpose of this project was to improve the reading achievement of educationally disadvantaged students, but improvement was also anticipated in the areas of self-reliance, feelings of self-worth, attitudes toward reading, and attendance. The 142 subjects (56 second graders, 50 third graders, and 36 fourth graders) attended one of the Reading Resource Centers for one hour each day in groups of ten or less. The central core of the program consisted of Educational Developmental Laboratories materials, "Listen, Look, and Learn," while additional use was made of the controlled reader, the look and write program, Tach-x recognition training, the aud-x for word and skills introduction, and individual and small group reading. Evaluative data showed that the centers (1) were successful in improving reading grade level achievement; (2) needed to place more emphasis on word meaning, paragraph meaning, and word study skills; (3) did not contribute to increased feelings of personal worth and self-reliance; (4) contributed to improved student attitudes toward reading; and (5) contributed only slightly to improved attendance patterns. Included are test results and other materials related to the project. (JM)

ED 101 275 CS 001 559

RIF (Reading Is Fundamental) in New Mexico.

New Mexico State Library, Santa Fe.

Pub Date Jan 75

Note—66p.; Some pages may not reproduce clearly

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—*Community Involvement, Elementary Secondary Education, *Individualized Reading, *Library Programs, Reading Habits, *Reading Programs

Identifiers—Library Services and Construction Act, New Mexico, *Reading Is Fundamental

The New Mexico State Library and the State Planning Office cosponsored a meeting to introduce Reading Is Fundamental to a wide cross-section of the state in September 1973. This meeting led to the establishment of numerous Reading Is Fundamental projects throughout the state in the summer of 1974. The planning, organization, execution, and results of these projects, administered by the Library Development Division of the New Mexico State Library and funded through the Library Services and Construction Act Title I, are reported in this document. Copies of application and evaluation forms, news releases and stories, and miscellaneous program materials are included in the appendixes. (TO)

ED 101 276 CS 001 561

Elligett, Jane K.

Secondary Reading Descriptive Study, 1973-74.

Pinellas County District School Board, Clearwater, Fla.

Pub Date Aug 74

Note—37p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—*Reading Achievement, Reading Comprehension, Reading Difficulty, *Reading Instruction, *Reading Programs, *Reading Research, *Reading Skills, Remedial Reading, Secondary Education, Secondary School Students

Identifiers—Florida, Pinellas County, *Pinellas County Reading System

The purpose of this study was to provide descriptive information about the Pinellas County (Florida) Reading System (PCRS) as adapted by individual schools for selected pupils in the seventh and eighth grades. The results of this study indicate that low achieving pupils have made fluctuating but significant gains beyond normal expectations in reading in the various PCRS programs. The results justify the tentative conclusion that at least some of the gains above expectations reflect the System's impact. A definitive conclusion must be deferred until a more highly controlled study is conducted. (The data in this study are described in narrative and table form, and the mean reading scores from each of the schools in this study are included.) (RB)

ED 101 277 CS 001 562

Elligett, Jane K. Tocco, Thomas S.

A Cognitive Evaluation of the Pinellas County Reading System, 1973-74.

Pinellas County District School Board, Clearwater, Fla.

Pub Date 74

Note—20p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Cost Effectiveness, Elementary Education, Elementary School Students, *Program Evaluation, *Reading Achievement, Reading Improvement, *Reading Programs, *Reading Research, Reading Skills

Identifiers—Florida, Pinellas County, *Pinellas County Reading System

The purpose of this study was to assess the reading growth of pupils in the Pinellas County (Florida) Reading System (PCRS) as compared with pupils in other types of reading programs. Data on 757 children in the target schools and 768 children in the comparison schools was analyzed. The conclusions reached in this evaluation were: that this study corroborates the findings of the earlier interim evaluation of PCRS; that despite consistently greater than expected gains, the PCRS gains were not statistically larger than were the gains in comparison schools; that in view of these findings, it appears that both the PCRS and the more traditional reading program produce better that expected reading gains; that cost estimates suggest the PCRS was less expensive than the tri-basal approach used in the comparison schools; and that no conclusion can be reached about comparative pupil, parent, and teacher attitudes as a result of this evaluation. (Data is presented in both narrative and table forms.) (RB)

ED 101 278 CS 001 563

Granskog, Dorothy

The Effect of Syntactical Structure on Word Identification by Kindergarten Children.

Pub Date Sep 74

Note—18p.; Paper presented at the Annual Fall Conference of College Instructors of Reading Professionals (2nd, Illinois State University, September 1974)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Beginning Reading, Kindergarten Children, Primary Education, Reading, Reading Development, *Reading Processes, *Reading Research, Reading Skills, *Word Recognition

This study investigated how reading begins in speech. The subjects were nonreading kindergarten children divided into a control group of 20 students and an experimental group of 20 students. Both groups had an equal amount of discrimination practice upon the same sentences prior to test for word identification. The sentences for the experimental group differed from those for the control group in that the subjects and objects of the verb in their sentences had exchanged places. The results indicated that the subjects in both groups succeeded in identifying words as wholes, as predicted. The experimental group, as predicted, identified more words than did the control group. The mean number of responses per subject capable of responding did not differ significantly. Also, the data suggested that phrase structure indicators, "the" and "did," tended to be identified more often by a higher number of experimental subjects and that once these words were identified, several other identifications also occurred. (WR)

ED 101 279 CS 001 565

Levin, A. Joyce

Classroom Activities for Encouraging Reluctant Readers; Classroom Activities for Helping Children with Special Needs.

Pub Date 74

Note—62p.

Available from—The Center for Applied Research in Education, Inc., 521 Fifth Avenue, New York, New York 10017 (\$3.95 paper)

Document Not Available from EDRS.

Descriptors—Low Motivation, Reading, Reading Habits, *Reading Improvement, *Reading Instruction, *Teaching Techniques

Identifiers—*Reluctant Readers

This booklet provides activities that are intended to aid the teacher in setting a new environment for the reluctant reader. "Providing Individualized Reading Experiences for the Reluctant Reader" defines the reluctant reader, discusses organization of activities, offers suggestions for using the activities, and discusses how the handbook may be helpful. "Classroom activities Utilizing an Individual Mode" presents activities for the primary, intermediate, and advanced grade levels in terms of the purpose, time requirements, materials needed, and presentation. "Classroom Activities Utilizing a Group Mode" presents activities for the primary, intermediate, and advanced grade levels in terms of the purpose, time needed, materials needed, preparation, adaptations, and specific illustrations. And "Useful Resources" presents a listing of reading resources. (WR)

ED 101 280 CS 001 566

Perfetti, Charles A.

Retrieval of Sentence Relations: Semantic vs. Syntactic Deep Structure.

Pittsburgh Univ., Pa. Learning Research and Development Center.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—LRDC-1973/9

Pub Date 73

Note—22p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Cues, Deep Structure, Higher Education, *Language Research, *Paired Associate Learning, *Semantics, *Sentence Structure, Surface Structure, *Syntax

Two experiments on unaided and cued recall of sentences presented in context to college students are reported in this study. Key nouns in the sentences were arranged to have uniform surface functions, but to vary independently in deep syntactic category and semantic function. Cued recall for sentences in which the semantic function of actor and recipient coincided with the syntactic function of deep subject and object, respectively, was better than for sentences which did not have this normal semantic-syntactic coincidence. Unaided recall was not different for the

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two types of sentences. Models of sentence processing may have to represent both types of information as available to the language user. (Author)

ED 101 281 CS 001 567

Grobe, Shelley F.
Reading Test Review: The Darrell Analysis of Reading Difficulty.

Pub Date 74

Note—11p.; Study done in the Academic Foundation Dept., Rutgers University

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Elementary Education, Reading, *Reading Diagnosis, Reading Processes, *Reading Skills, *Reading Tests
Identifiers—"Durrell Analysis of Reading Difficulty"

This paper reviews the The Durrell Analysis of Reading Difficulty test. A brief overview of the test discusses the physical format and the procedures for administering it. Norms, reliability, and validity are discussed for the subtests: Oral Reading, Silent Reading, Word Recognition and Word Analysis, Visual Memory of Word Forms, Spelling, and Handwriting. Also presented is a general evaluation which reviews some of the shortcomings of the test and briefly discusses some of the test's strong points. (WR)

ED 101 282 CS 001 568

Hillrich, Robert L.

Reading Instruction: A Performance-Based Teacher Education Program for Reading Specialists.

National Coll. of Education, Evanston, Ill.

Pub Date 74

Note—114p.

EDRS Price MF-\$0.76 HC-\$5.70 PLUS POSTAGE

Descriptors—"College Curriculum, Graduate Study, Higher Education, *Performance Based Teacher Education, *Reading Consultants, Reading Instruction, *Reading Programs, Teacher Education, Teaching Guides
Based on recommendations of the International Reading Association, this outline of a performance based program for training reading specialists consists of twelve semester hours of graduate work. The courses include basic decoding skills, comprehension/study skills, diagnostic techniques, corrective treatment, and a practicum. The four elements of this program are identified as competencies or specific objectives stated in measurable or behavioral terms, criteria for assessing the accomplishment of the objectives, instruction relating to the criteria with provision for individualization, and objective assessment in terms of the criteria. An underlying philosophy for the program content—including assumptions about teacher attitudes, understanding, knowledge, and skills—is provided. The sources of the reading skills identified in this program are also given. The remainder of the outline presents the competencies, experiences, and criterion assessment for each skill listed in the five topic areas. A list of references concludes each section. (TO)

ED 101 283 CS 001 569

Ahrendt, Kenneth M.

Community College Reading Programs.

International Reading Association, Newark, Del.

Pub Date 75

Note—71p.

Available from—International Reading Association, 800 Barksdale Road, Newark, Delaware 19711 (Order No. 930, \$3.50 nonmember, \$2.50 member)

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—Community Colleges, *Junior Colleges, Reading, Reading Diagnosis, *Reading Improvement, Reading Materials, *Reading Programs, Reading Skills, *Teacher Education

The primary purpose of this book is to present what seems to be the best thinking in the field about a variety of topics which concern the teaching of reading at the community/junior college level. Chapter one describes the type of institution the community/junior college has become and the variety of students whose needs it must meet. Chapter two presents a synthesis of the literature available on the reading program and discusses the commonalities and some basic principles for the development and operation of a

reading program. Chapter three presents an analysis and outline for a suggested training program for community/junior college reading teachers. Chapter four outlines the available instruments for diagnosis and testing and also discusses and illustrates the use of various types of informal diagnostic tools to tie the reading program to the content area subjects and the classroom teacher. And chapter five discusses the various materials and hardware available to a reading teacher with cautions and recommendations from the literature. (WR)

ED 101 284 CS 001 570

Venturini, Joseph Lawrence

Relationships Between Reading Achievement and Some Social Factors.

Pub Date 74

Note—180p.; Ed.D. Dissertation, Rutgers University, The State University of New Jersey
Available from—University Microfilms, P. O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 74-27,349; MF-\$5.00, Xerography-\$11.00)

Document Not Available from EDRS.

Descriptors—Doctoral Theses, Educational Research, Elementary Education, *Reading Achievement, *Reading Research, *Social Differences, *Social Disadvantage, *Socioeconomic Background

This study was undertaken in a single school district to determine if variation in reading achievement levels was related to some social factors. The social factors analyzed included student IQ, student socioeconomic status (SES), teacher SES, school SES, and school classroom SES. Data was culled from the personal records of 1,522 students. Subject came from the total population of the fifth and sixth grade students enrolled in one school during the 1971-72 school year. A multiple regression program was used to assess the relative importance of the various predictors of reading achievement. To determine the validity of the teacher and classroom SES interaction effect, the analysis of variance technique was used. The results of this study indicated that student IQ was the most important determinant of reading achievement when status scores were used as measures of reading success. The second variable related to student reading achievement was student SES school mean, a school social climate measure. (Author/TS)

ED 101 285 CS 001 571

Treiman, Joan Little

Cognitive Synthesis, Task Familiarity, and Achievement in Beginning Reading.

Pub Date 74

Note—113p.; Ed.D. Dissertation, Rutgers University, The State University of New Jersey
Available from—University Microfilms, P. O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 74-27,317; MF-\$5.00, Xerography-\$11.00)

Document Not Available from EDRS.

Descriptors—"Beginning Reading, *Cognitive Ability, Cognitive Development, Cognitive Tests, Doctoral Theses, Educational Research, Primary Education, *Reading Achievement, *Reading Development, *Reading Research

This study was based on the hypothesis that familiarity was an unrecognized factor producing gains scored on previous studies to determine whether a relationship between achievement in beginning reading and cognitive synthesis could be demonstrated. Subjects were 56 randomly selected kindergartners given Farnham-Diggory's synthesis tasks as a pretest and then assigned to one of four conditions. One condition served as a control group; the second condition served to give familiarity alone; and the third and fourth conditions taught a learning set to respond to two or three symbols as a unit. Following training, all subjects were given a posttest designed to measure gains scored in transfer. The results showed significant differences for all the experimental groups but not the control group, indicating the importance of the increased familiarity afforded by all the training conditions. Therefore, because familiarity does affect cognitive synthesis, all earlier studies are invalidated and the question of the relationship between reading achievement and cognitive synthesis must remain open. (Author/TS)

ED 101 286 CS 001 572

Glover, Michael

Quickie Tests for Reading: Fast, Simple Tests to Determine Reading Level.

New Mexico State Dept. of Education, Santa Fe.

Div. of Instructional Services.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 74

Note—18p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—"Cloze Procedure, Elementary Education, Evaluation Methods, *Informal Reading Inventory, *Reading Diagnosis, Reading Instruction, Reading Level, *Reading Tests, Test Construction

The reading test forms in this booklet are to be used primarily for determining students' reading grade level. In expanded forms, they can also serve as diagnostic tools for some reading and learning disabilities. All teachers should be able to administer these tests with relative accuracy and, when applicable, discover narrow areas which will require more comprehensive testing by a specialist. The tests discussed are commercially prepared informal reading inventories, the cloze procedure, and a sight word test. Information on preparing and on using the tests is provided. (TO)

ED 101 287 95 CS 001 573

1972-73 Program Evaluation of the Right to Read Program of Hardin, Montana.

Hardin School District, Mont.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date May 73

Note—19p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Data Analysis, *Educational Assessment, Elementary Education, Evaluation, Evaluation Methods, Reading, *Reading Improvement, *Reading Programs, *Reading Skills

Identifiers—Hardin, Montana, *Right to Read

This paper presents an evaluation of the Hardin, Montana, School District's Right to Read program. Short descriptions of the results of the evaluation are presented for the areas of paragraph meaning, word meaning, interest/attitude, basic approach, instructional technique, student grouping, availability and skill of reading teachers, nonclassroom personnel available for reading support, outside consultants, nonschool resources, language ability, spelling time spent in program, percent of students served, evaluation, availability and skills of additional personnel, arithmetic concepts, program location in schools, teacher/student organization, existing program started, school library activity, staff reading specialist, dollar resources, and decision making. An appendix is included which presents data for district wide average growth and pretest/posttest grade scores in word meaning, paragraph meaning, spelling, language, and arithmetic concepts; and students' pretest and posttest performances on the Stanford Achievement Test. (WR)

ED 101 288 CS 001 576

Williams, Audrey Y. Davis, William M.

A Communication Skills Program for College Students: An Administrative Perspective.

Pub Date Nov 74

Note—15p.; Paper presented at the Annual Meeting of the College Reading Association (18th, Bethesda, Maryland, October 31-November 2, 1974)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—College Instruction, *Communication Skills, *Compensatory Education, Disadvantaged Youth, *Educational Innovation, Higher Education, *Open Enrollment, *Remedial Programs

Identifiers—Search for Education Elevation and Knowledge, *SEEK Program (City University of New York)

The SEEK (Search for Education, Elevation, and Knowledge) Program at the City University of New York (CUNY) was designed to provide access to any senior college in the CUNY structure for a population that had previously been excluded. To be eligible for participation in the program, the student must be a resident of New York City and reside in one of the designated poverty areas, must possess a high school diploma or its equivalent, and must not have attended college previously unless a veteran. Since these students are in need of remedial and supportive ser-

vices, the SEEK Program was designed with three components to serve those needs: remedial and supportive instructional services, counseling services, and financial assistance. Because of the institution of the SEEK Program and the Open Admission Policy, Bernard M. Baruch College of CUNY established the Department of Compensatory Programs in 1970. The department is responsible for providing remedial and supportive instructional services to any student who, by virtue of a placement examination, requires these services to successfully meet degree requirements for graduation. The communications skills program within the Department of Compensatory Programs is described. (TO)

ED 101 289 CS 001 577

Curvo, Anthony J.
Developmental Differences in Rehearsal and Free Recall.

Pub Date Sep 74

Note—26p.; Paper presented at the Annual Meeting of the American Psychological Association (82nd, New Orleans, August 30-September 3, 1974)

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—*Cognitive Processes, *Educational Research, Elementary Education, Elementary School Students, Language Skills, *Memory, *Reading Development, Reading Skills, *Recall (Psychological)

The purpose of this experiment was to analyze developmental differences in rehearsal strategies which may mediate the commonly found age effect on free recall. As expected, significant age differences in recall were found; analysis of rehearsal strategies showed that fifth and eighth graders tended to repeat stimulus words immediately after presentation and not to enter items into subsequent rehearsal sets. Adults, in contrast, tended to re-enter items for additional rehearsal and had larger rehearsal buffers. Immediate repetition may have served as additional massed presentation trials, which are less consequential for learning than later re-entry of items (spaced trials). It was inferred that children engaged primarily in maintenance rehearsal, and adults in both maintenance and elaborative rehearsal. (Author)

ED 101 290 CS 001 578

Balk, Gertrude Paula

The Use of "Educational Elaboration" in Teaching Basic Sight Words to Kindergarten Pupils.

Pub Date 74

Note—71p.; Ph.D. Dissertation, Columbia University

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 74-28,479, MFilm \$5.00, Xerography \$11.00)

Document Not Available from EDRS.

Descriptors—Basic Vocabulary, Doctoral Theses, Educational Research, *Kindergarten Children, Primary Education, *Reading Research, *Sight Vocabulary, *Teaching Methods

The purpose of this study was to find the most effective method for teaching sight vocabulary to kindergarten children. The sample was selected from a suburban community which ranked above average with regard to education, income, and occupations as compared to the rest of the state and nation. One hundred and twenty white kindergarten children were individually tested on two consecutive days and each was exposed to two or three possible methods for teaching sight vocabulary: no elaboration, picture elaboration, and sentence elaboration. Trials to criterion, immediate word recall and 24-hour word recall scores were analyzed by means of one way analysis of variance. It is concluded from the results that giving kindergarten children only the word to be learned is a very efficient way of teaching them to read sight words. Possible implications for the classroom teacher are discussed and suggestions are made for future research into the nature of children's learning processes. (Author/TS)

ED 101 291 CS 001 579

Casavantes, Edward Joseph

Reading Achievement and In-Grade Retention Rate Differentials for Mexican-American and Black Students in Selected States of the Southwest.

Pub Date 73

Note—279p.; Ph.D. Dissertation, University of Southern California

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 74-28,425, MFilm \$5.00, Xerography \$11.00)

Document Not Available from EDRS.

Descriptors—Doctoral Theses, *Educational Disadvantage, *Equal Education, *Grade Repetition, Intermediate Grades, *Mexican Americans, Negroes, *Reading Achievement, Reading Research, School Surveys, Socioeconomic Influences, State Surveys

Identifiers—Arizona, California, Colorado, New Mexico, Texas

Two sets of data from the U.S. Commission on Civil Rights' Mexican American Education Study were selected for analysis in the areas of (1) comparative reading achievement rates of Mexican Americans and black students; and (2) differential in-grade retention rates of Anglo, Mexican American, and black students. Two separate issues were examined. The first tested the hypothesis that with the dropout rate for Mexican Americans held constant, it is these students who have the lower reading achievement level rather than the black students as most previous studies indicated. The second issue was to show that not only were Anglo students retained in grade at differential rates by California and Texas schools, but that this practice was more prevalent in regard to minority students. The data used was a stratified random sample of 1,166 schools in Arizona, California, Colorado, New Mexico, and Texas. From an analysis of this survey, it was concluded that there is a prejudice and differential treatment against Mexican Americans and that this hurts the students' chances of advancement. It is recommended that Mexican American students be given more of the type of education they need, and less of the middle class, Anglo-oriented instruction now pervasive in the Southwest. (Author/TS)

ED 101 292 CS 001 581

DeVito, Pasquale J.

Predicting Reading Vocabulary from Selected Variables.

Pub Date 74

Note—12p.; Study prepared in the Rhode Island Department of Education, Bureau of Grants and Regulations

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Elementary Education, Reading, Reading Ability, Reading Achievement, *Reading Research, Reading Skills, *Self Concept, *Sex Differences, *Vocabulary

The relationship between two dummy variables representing school effect and five self-concept factors were evaluated to determine the effectiveness of these variables in predicting the reading vocabulary of 432 boys and 424 girls in grades three through six. Also, an effort was made to determine if the percentage of criterion variance accounted for was different for boys and girls. The data indicated that the school effect and the self-concept factors account for 19.9 percent of the criterion variance for boys and 13.9 percent for girls. The major predictive factor for both boys and girls was academic self-confidence. (Author)

ED 101 293 CS 001 582

Cranney, Jeanille

Yours for the Asking or An Individualized Approach to Reading Instruction.

Pub Date Apr 74

Note—12p.; Paper presented at the Annual Meeting of the Western College Reading Association (Oakland, California, April 4-5, 1974)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—College Students, *Individualized Instruction, *Learning Laboratories, Reading, Reading Ability, *Reading Centers, Reading Diagnosis, *Reading Improvement, *Reading Programs, Reading Skills

Identifiers—*Pre Technical Learning Lab

This paper describes the Pre Technical Learning Lab at the Utah Technical College at Provo which is aimed at providing individualized instruction and tutoring to meet the varied needs of the students. The contents include: "Assessment of Student Needs," which discusses pupil teacher conferences, initial reading assessment, reading tests used for assessment, use of the test results, and instructional activities; "Hourly Schedule for Student Class Work," which reviews appropriation of instructional time, grouping criteria, as-

signments and learning tasks, student teacher conferences, reading activities, student evaluation of the reading program, and an example of a form used for recording learning activities; and "Conclusions," which presents the two main overall objectives of the reading program and specific activities for improving student reading skills. (WR)

ED 101 294

CS 001 583

Sanders, Thomas G.

The Paulo Freire Method. American Universities Field Staff Reports.

American Universities Field Staff, Inc., Hanover, N.H.

Pub Date 68

Note—21p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Latin American Culture, Literacy, *Literacy Education, Reading, *Reading Improvement, *Reading Instruction, Reading Programs, Reading Skills, *Teaching Techniques

Identifiers—*Freire (Paulo)

The first phase of the Paulo Freire Method for reading instruction in Latin America is a study of the context in which the illiterates live. This helps to determine both common vocabulary and the problem issues around which the processes of reflection could develop. The second phase involves the selection of words from the common vocabulary. Three criteria govern this choice: the words should include the basic sounds of the language; the vocabulary, when organized, should enable the pupil to move from simple letters and sounds to more complex ones; and the words should be chosen for their potential capacity to confront the social, cultural, and political reality. The third phase of the method develops teaching materials of two types. One type is a set of cards or slides which break down the words into parts for careful analysis. The second type is a set of cards of pictorial situations, related to the words, which are designed to impress on the pupils images of the words and also to stimulate his thinking about the situation that the word implies. The key to the successful implementation of the method is the coordinator, who does not teach but tries to promote self discovery in the other participants through exploring the dimensions of the pictures. (WR)

ED 101 295

CS 001 584

Sager, Carol

The Teacher as Manager of Ancillary Personnel.

Pub Date May 74

Note—12p.; Paper presented at the Annual Meeting of the International Reading Association (19th, New Orleans, May 1-4, 1974)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Cooperative Planning, *Effective Teaching, Elementary Secondary Education, *Instructional Staff, Paraprofessional School Personnel, *Teacher Aides, Teacher Behavior, *Teacher Guidance

This paper discusses the use of ancillary personnel, professionals and paraprofessionals providing supportive services to the classroom teacher, and the skills and strategies teachers will need in order to use support services wisely. The contents include: "Working with Adults," which discusses the need for teachers to adopt an interdisciplinary approach to teaching in working with ancillary personnel, to communicate with specialists, to recognize the variety and types of contributions different people are able to make, and to concern themselves with the job satisfaction of those working directly under their supervision; "Organizing for Assistance," which looks at the importance of planning fully integrated learning experiences based on the total range of learning objectives and using a variety of activities and organizational patterns; and "Making Decision," which recommends establishing criteria for analyzing educational tasks based on broad social objectives and making effective decisions. (WR)

ED 101 296

CS 001 586

Drife, Carla

COP (Career Opportunities Program) Participants and the Teaching of Reading. COP Bulletin 5.

City Univ. of New York, N.Y. Queens Coll. New Careers Training Lab.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 74

Note—21p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Elementary Secondary Education, *Paraprofessional School Personnel, Reading, Reading Achievement, Reading Development, *Reading Improvement, Reading Instruction, *Reading Programs

Identifiers—*Career Opportunities Program, COP, Right to Read

This Career Opportunities Program (COP) Bulletin focuses on the involvement of COP participants in the teaching of reading and children's right to read. The contents include detailed descriptions of special reading programs in Jacksonville (Florida) and Atlanta (Georgia). Also presented are shorter descriptions of the involvement of COP participants in Yakima (Washington), Charleston (West Virginia), Denver and Lakewood (Colorado), and San Antonio (Texas). Highlights of several studies about the effect of paraprofessionals' reading instruction on pupil performance and Right to Read, the national literacy project sponsored by the United States Office of Education, are described. (WR)

ED 101 297 CS 001 587

Lichtman, Marilyn

New Methods and Interpretations of the Assessment of Literacy Among Young Adults.

Pub Date Nov 74

Note—24p.; Paper presented at the Annual Meeting of the College Reading Association (18th, Bethesda, Maryland, October 31-Nov. 2, 1974)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Adult Education, Disadvantaged Youth, Educational Research, *Learning Modalities, *Literacy Education, *Reading Tests, Second Language Learning, Sex Differences, *Testing

Three facets of literacy measurement were examined in this study: the assessment of functional literacy with an instrument designed to reflect practical reading tasks; the effect of mode of test administration on literacy; and the relationship of literacy to sex, schooling, and traditional measures of reading. Subjects were 626 young adults enrolled in four Job Corps residential centers. R/EAL (Reading/Everyday Activities in Life), a new test of functional literacy, was administered to subjects under one of three conditions: English-taped, English-printed, or Spanish-taped. Results indicated that under each of the conditions, R/EAL proved to be a reliable and valid measure of literacy. Significant relationships were found between literacy performance and number of years of school completed and between literacy and traditional reading for each condition. No significant relationships were found between sex or length of stay in program and literacy. Conclusions are that literacy measurement on practical reading tasks can be accomplished, that test administration conditions do not significantly affect test performance for groups at comparable reading levels, and that a number of factors appear to be associated with such measurement. (Author/TO)

ED 101 298 CS 001 588

Satz, Paul And Others

Some Predictive Antecedents of Specific Reading Disability: A Two-, Three-, and Four-year Follow-up.

Florida Univ., Gainesville.

Pub Date 74

Note—54p.; The Hyman Blumberg Symposium on Research in Early Childhood Education, Johns Hopkins University, 1974

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—*Dyslexia, Elementary Education, Elementary School Students, Kindergarten Children, *Longitudinal Studies, *Predictive Ability (Testing), Predictive Validity, Reading Ability, Reading Achievement, Reading Development, Reading Difficulty, *Reading Research, *Theories

The purposes of this research project are (1) to test a theory which purports to identify the predictive antecedents (i.e., precursors) of developmental dyslexia (specific reading disability) several years before the disorder is clinically evident, and (2) to evaluate the mechanism which is postulated to underlie and influence later developmental changes in this disorder. The study focused on the predictive accuracy of a developmental-neuropsychological test battery which was given to a total population of white

boys during kindergarten (1970) in order to forecast their reading achievement in subsequent years. The predictive accuracy of the test battery was determined by assessing reading in this population at the end of grades one, two, and three. The results revealed that performance on these tests during kindergarten was extremely predictive of the child's reading group membership in later grades, particularly with those children destined to become severely disabled or superior readers. These findings lend substantial support to the validity and utility of an early detection or warning system that could be administered economically before the child begins formal reading and at a time when he is less subject to the effects of academic failure. (RB)

ED 101 299 CS 001 590

Design Concepts for a Measure of Effectiveness in Reading: A Feasibility Study.

Riverside Research Inst., New York, N.Y.

Spons Agency—New York State Education Dept., Albany.

Pub Date Sep 73

Note—240p.

EDRS Price MF-\$0.76 HC-\$12.05 PLUS POSTAGE

Descriptors—*Effective Teaching, Readability, *Reading, *Reading Achievement, *Reading Improvement, Reading Research, Reading Skills, Reading Tests, *Research Methodology, Research Needs

This feasibility study for developing a measure of effectiveness in reading contains five sections. "The Need and Requirements for a Measure of Effectiveness in Reading" presents the problem, functional specifications for a measure of effectiveness in reading, the minimum number of tasks required to yield an effectiveness measure, approaches to the measurement of effectiveness in reading, the Riverside Research Institute (RRI) approach toward the development of a measure of effectiveness in reading, and the RRI approach and the minimum work tasks for developing an effectiveness measure in reading. "Measuring Word Familiarity" discusses scales of word frequency, word frequencies and the lognormal distribution, construction of a word familiarity scale, and a familiarity-based vocabulary measure. "Measuring the Readability of English Texts" discusses the problem, a new readability formula, and construction of the RRI readability formula. "Implementing the Design Concepts in the Construction of Reading Tests" presents a plan for the construction of nonbiased tests and for computer-assisted tests. "Application of the Design Concepts for Quantifying English Text in Setting and Monitoring Standards" discusses input data for setting standards and analysis of effective data. (WR)

ED 101 300 CS 001 591

Johnson, Joseph C., II And Others

An Analysis of Certain Interactions Obtaining among Intermediate Grade Students with Respect to Specified Psychological Constructs and Reading Comprehension Response.

Pub Date Apr 74

Note—11p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, April 15-19, 1974)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Grade 4, Intermediate Grades, Reading, Reading Comprehension, *Reading Interests, *Reading Research, *Recreational Reading, *Student Attitudes

This study investigated the relationship between a reader's attitude toward his instructional climate and his diversity of reading interests. The sample for the study consisted of three classes of fourth grade students chosen from a randomly selected elementary school in Greenwich, Connecticut. All subjects were administered (1) the Affective Reading Index to determine their attitudes toward the instructional climate and (2) the Wide Range Reading Interest Inventory to determine the scope and diversity of their reading interests on two different days. The interest inventory items were grouped using factor analysis according to primary interest reflected and then matched to original short stories reflecting their respective interests. As a result, twelve interest subsections were identified: science fiction, romance, travel, politics, human relations, adventure, mystery, economics, sports, animals, mythology, and biography. It was found

that the student who indicated positive attitudes toward his instructional climate showed little interest in a variety of reading interest areas and that the student with a negative attitude regarding his instructional climate indicated varying positive degrees of interest in the twelve reading areas. (WR)

ED 101 301 CS 001 592

Pflaum, Susanna Whitney

Language Development and Reading Comprehension in the Middle Grades.

Pub Date Mar 74

Note—15p.; Paper presented at the Annual National Conference on the Language Arts in the Elementary School (6th, Seattle, Washington, March 15-17, 1974)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Elementary Education, Intermediate Grades, *Language Development, *Literature Reviews, Reading, Reading Achievement, *Reading Comprehension, Reading Skills, *Teaching Techniques

This paper describes some findings from language development research and from studies in which comprehension of certain sentence structures in written materials was examined. The paper is divided into four sections. "Language Development Studies" discusses research that looked at the sentence structures of produced language of groups of children, the measurement of language development by observing children's receptive understanding of specific language structures, and acquisition of the common structures of language. "Studies of Reading Comprehension of Syntactic Structures" discusses structures common in basal reading texts for elementary school children and studies which have identified specific syntactic structures which cause difficulty in reading comprehension. "Analysis of Syntactic Structures Found in One Basal Program" presents an analysis of three stories intended for intermediate pupils to read. And "Instructional Recommendations" presents some teaching ideas to help intermediate pupils better understand difficult structures. (WR)

ED 101 302 95 CS 001 593

Muhs, Bob

A Remediation Handbook for Children with Reading Disabilities: Interdisciplinary Approach to Individualized Corrective Programs for Disabled Readers.

Education Service Center Region 1, Edinburg, Tex.; Upper Midwest Small Schools Project, Towner, N. Dak.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Jul 73

Note—307p.; Best Copy Available

EDRS Price MF-\$0.76 HC-\$15.86 PLUS POSTAGE

Descriptors—Elementary Education, Reading, Reading Ability, *Reading Diagnosis, Reading Difficulty, *Remedial Reading, *Teaching Guides, *Teaching Techniques

The objective of this remediation handbook is to help the classroom teacher to diagnose and remedy the various kinds of problems grouped under the heading of reading disability. The handbook is organized into two volumes: volume one constitutes a reading disabilities checklist which can be reproduced by the teacher as an observational guide. Volume two is an extension of volume one and offers additional reading activities that the teacher can utilize in planning instruction for the students. Once observation or testing indicates the presence of a specific disability, the teacher can refer to a specific page for a discussion of the disability, for recommended remedial techniques, and for recommended materials. A professional reference is also included for those wishing more information about a given disability. Volume one also contains a suggested magazine list for elementary pupils. (WR)

ED 101 303 CS 001 594

Einbecker, Pauline Gadin

Development of an Audiovisual Program Based Upon the Acquisition of Perceptual Knowledge to Increase College Students' Vocabulary.

Pub Date Dec 73

Note—52p.; D.Ed. Dissertation, Nova University

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—Audiovisual Aids, College Students, Higher Education, Junior Colleges, *Latin, Reading, *Reading Research, *Vocabulary Identifiers—*Root Words

The purpose of this practicum was to determine if the teaching of Latin root words would result in an increase in English vocabulary for college students. The subjects in this study were 86 junior college business education freshmen. The subjects were divided into three groups, each of which was assigned a different method of study: group A was instructed to study the meanings of the 40 pretest words, but no mention was made of root words within these words; group B was instructed to study the meanings of the pretest words and to locate the related root words in a dictionary or other sources; and group C was instructed to study the meanings of the 40 pretest words and to study the instructor-prepared audiovisual slides and tape which presented the related root words. Based on the results, it was concluded that the teaching of root words supported the identical elements theory of transfer and, for the student groups used in this study, was the most effective method of teaching vocabulary. (Author/WR)

ED 101 304 CS 001 595

Wilson, Robert M. Barnes, Marcia M.

Survival Learning Materials.

College Reading Association.

Pub Date 74

Note—52p.

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—*Critical Reading, Elementary Education, *Functional Reading, Reading, Reading Materials, *Reading Skills, *Teaching Techniques

This booklet is designed to provide some starter ideas for teachers to use in developing their own packet of learning materials. The procedures suggested and the examples included are literally starters. "Introduction to Survival Learning Materials" presents some procedures to help teachers get started in developing materials. "Following Directions" presents five examples which can be used to assist in developing activities which may help students understand how to follow directions when reading such materials as toothpaste advertisements, directions on how to prepare frozen foods, directions for assembling do-it-yourself kits, and labels on bottles. "Locating References" presents examples that may help students understand how to use a table of contents, the dictionary, and the library as a reference center. "Interpreting Forms" discusses examples to use with students to help them understand how to fill out subscription forms, interpret applications, and gain a knowledge of credit card applications and map reading. "Obtaining Personal Information" presents suggestions for interpreting safety signs, travel brochures, and sales agreements. (WR)

ED 101 305 CS 001 596

A Guide to the Writing of Educational Specifications in the Planning of Middle School Programs.

Connecticut State Dept. of Education, Hartford. Bureau of Elementary and Secondary Education.

Pub Date Jul 72

Note—17p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Elementary Secondary Education, *Middle Schools, *Program Development, *Program Guides, *Program Planning

This guide outlines some considerations relevant to planning quality educational programs. "Observations on the Writing of Educational Specifications" discusses the importance and effectiveness of educational specifications and the planning procedure in the development of educational specifications. "Characteristics Which Help to Identify the Needs of Middle School Students" looks at the physical, social, emotional, and intellectual characteristics of middle school students. "Suggested Purposes and Functions of the Middle School" presents what should be considered as the basis for the planning and development of a realistic program for the middle school. "To Test the Adequacy of Your Planning" presents sample questions to help assure that planning is as relevant as possible. And "Summary" discusses the role of the middle school and reiterates the characteristics of the middle school youth. (WR)

ED 101 306 CS 001 597

The New York City School Volunteer Program.

New York City Board of Education, Brooklyn, N.Y.

Pub Date [72]

Note—8p.; Prepared by the New York City School Volunteer Program, Inc.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Early Childhood, Elementary Secondary Education, *English (Second Language), *Paraprofessional School Personnel, *Program Descriptions, *Reading Improvement, *Volunteers, Volunteer Training Identifiers—*New York City School Volunteer Program

The background and services of the New York City School Volunteer Program, which serves as a model for similar programs established in other parts of the country and abroad, are described. The volunteers serve on all grade levels, K-12, mainly in the areas of reading improvement and English as a second language. Assigned only to those schools whose principals and teachers request their services, the volunteers are an auxiliary, supplementary resource. Areas of the program described include history and philosophy, administration, financing, recruitment, screening, training, supervision, liability insurance, the reading help program, the English as a second language program, and the early childhood program. A listing of materials produced through the program is included. (HOD)

ED 101 307 CS 001 598

Samuels, S. Jay And Others

Effect of Pictures and Contextual Conditions on Learning to Read. Occasional Paper No. 25.

Minnesota Univ., Minneapolis. Research, Development, and Demonstration Center in Education of Handicapped Children.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Bureau No—332189

Pub Date Mar 74

Grant—OEG-09-332189-4533(032)

Note—19p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Elementary Education, Grade 1, Grade 2, *Paired Associate Learning, *Pictorial Stimuli, Reading, *Reading Research, Reading Skills, *Word Recognition

The purpose of this study was to resolve the focal attention versus context controversy. Eighty first-grade and 84 second-grade children from a metropolitan school system served as subjects. Subjects in each grade were randomly assigned to each of four experimental conditions: picture-word, no picture-word, picture-sentence, and no picture-sentence. Test stimuli for all four conditions were identical. Four index cards each contained a single word, either "cup," "cat," "bat," or "bed," printed in an artificial alphabet. The procedure of testing consisted of a warm-up period, a training period, and a testing period, all completed at one sitting. Subjects were told to look at the word, put a finger under it, and state what the word was. No feedback was given on the test trials. The results indicated that the word-alone treatment required significantly fewer trials to criterion. Furthermore, more correct responses were given with this treatment when compared with all other conditions. (WR)

ED 101 308 CS 001 600

Glossary of Reading Terms for Florida Educators.

Florida State Dept. of Education, Tallahassee.

Pub Date 74

Note—93p.

EDRS Price MF-\$0.76 HC-\$4.43 PLUS POSTAGE

Descriptors—*Definitions, *Glossaries, *Reading, Reading Programs

Identifiers—Florida, *Right to Read

This glossary is a compilation of terms commonly used in the area of reading. It is intended to serve as a guide for Florida educators at both the administrative level and the classroom level. Its purpose is to provide a clearer and more accurate means of communication and to encourage more consistent usage and understanding of the reading terms across the state. The definitions of these terms are not all inclusive but are more specifically confined to their use in Florida education. (Author/WR)

ED 101 309

Sharing Experiences.

CS 001 601

Dade County Public Schools, Miami, Fla.

Pub Date [74]

Note—17p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Concept Formation, *Language Development, *Learning Activities, *Parent Participation, Perceptual Motor Learning, Preschool Education, *Preschool Learning

The language development activities suggested in this pamphlet are designed to involve parents of five-year-old children in the development of the children's capacity to learn. Arranged by general time frames, the suggested activities are accompanied by the expected learning outcomes, such as using action words effectively in sentences, using gross time perceptions, recognizing familiar word forms, developing motor coordination, verbalizing basic associations, and identifying sounds. The activities emphasize the following: simple computation in math, temperature change, reading geometric shapes, creating new colors, identifying likenesses and differences in words and forms, relating and reading experience stories, understanding the relative use of coins to the value of a quarter, and developing a sense of time duration. (HOD)

ED 101 310 CS 001 603

Title II Reading Projects Described; ESEA Title II and the Right to Read Notable Reading Projects.

Office of Education (DHEW), Washington, D.C.

Pub Date Mar 71

Note—16p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Audiovisual Aids, *Classroom Materials, Elementary Secondary Education, *Models, Parent Participation, Reading Instruction, *Reading Materials, *Reading Programs, Reading Readiness, Resource Materials, Social Studies

Identifiers—Elementary Secondary Education Act Title II, ESEA Title II, *Right to Read

The fourteen Title II reading projects described in this report use resources ranging from reading readiness materials for first- and second-grade pupils identified as potential reading failures, to nineteenth century newspapers on microfilm in secondary social studies. General descriptions of techniques for using the materials in the reading projects described are provided in this report. The objective, a brief description, the number of pupils served, the amount of funds granted, an evaluation, and the name and address of the director are included for each program. (TO)

ED 101 311 CS 001 604

Title II Personnel Give High Priority to Right to Read; ESEA Title II and the Right to Read Notable Reading Projects.

Office of Education (DHEW), Washington, D.C.

Pub Date May 71

Note—14p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Audiovisual Aids, Bilingual Education, Classroom Materials, Content Reading, Correctional Education, Elementary Secondary Education, *Models, Parent Participation, *Reading Instruction, *Reading Materials, *Reading Programs

Identifiers—Elementary Secondary Education Act Title II, ESEA Title II, *Right to Read

Notable reading projects funded under Title II are described in this report. The projects range from a bilingual program for Spanish-speaking pupils in eighteen schools in Washington, D.C., to the provision of relevant reading materials to neglected and delinquent youth in four special schools and correctional institutions in a California county. Other projects described include secondary school reading in the content fields, black studies, a parent-teacher-student reading program, and a paper back book library. Each report includes the objectives, a brief description, the number of pupils served, the amount of funds granted, an evaluation, and the name and address of the director. (TO)

ED 101 312 CS 001 605

ESEA Title II Reading Projects Stress Access to Books and Adult Stimulation; ESEA Title II and the Right to Read Notable Reading Projects.

Office of Education (DHEW), Washington, D.C.

Pub Date Jul 71

Note—17p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Bilingual Education, Children's Literature, Delinquents, Elementary Secondary Education, Film Study, Individualized Reading, Instructional Aids, Language Arts, *Library Materials, *Models, Parent Participation, Reading Improvement, Reading Instruction, *Reading Material Selection, *Reading Programs, *Resource Materials

Identifiers—Elementary Secondary Education Act Title II, ESEA Title II, *Right to Read

A large number of the reading projects funded under Title II of the Elementary and Secondary Education Act emphasize access to books and other media, adult stimulation of reading, at home as well as at school, and reading for pleasure as well as for information. Notable Title II reading projects in 10 states are described in this report. They range from a library-centered reading program in a primary school in Kansas to a course in children's literature for parents and teachers in Oregon. Other projects include a film discussion program, a reading program for delinquent boys, three bilingual reading projects, and a student-centered language arts curriculum. The title, the objectives, a brief description, the number of pupils served, the amount of funding, an evaluation, and the name and address of the project director are provided for each project. (TO)

ED 101 313 CS 001 606

Title II Conference Concentrates on Reading; ESEA Title II and the Right to Read Notable Reading Projects.

Office of Education (DHEW), Washington, D.C.
Report No.—DHEW-OE-72-15
Pub Date Sep 71

Note—16p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—American Indians, Career Education, Conference Reports, Content Reading, Early Childhood Education, Elementary Secondary Education, Environmental Education, Gifted, Individualized Reading, Intercultural Programs, *Models, Reading Instruction, Reading Interests, *Reading Programs, Reading Readiness, Student Attitudes

Identifiers—Elementary Secondary Education Act Title II, ESEA Title II, *Right to Read

To strengthen Title II management in order to better serve the Right to Read effort, the Office of Education sponsored a conference, "ESEA Title II Program Management in State Departments of Education," in June 1971. Descriptions of exemplary Title II activities in various states were presented. Information about the 23 reading projects described in this report was supplied by ESEA Title II coordinators and media and reading specialists in the state departments of education of seven states; by an agent for nonpublic schools; and by representatives of the Bureau of Indian Affairs. The program topics include content reading, reading readiness, individualized reading, dissemination of library materials during summer, intergroup relations, resource and media center models, literature appreciation, developmental reading, vocational education, and interdisciplinary study. The title, the objectives, a brief description, the number of pupils served, the amount of funding, an evaluation, and the name and address of the person in charge are provided for each project. (TO)

ED 101 314 CS 001 607

Title II Reading Projects Promote Skill and Interest in Reading; ESEA Title II and the Right to Read Notable Reading Projects.

Office of Education (DHEW), Washington, D.C.
Report No.—DHEW-OE-72-15
Pub Date Nov 71

Note—16p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Classroom Materials, Elementary Secondary Education, *Models, Reading Instruction, Reading Interests, *Reading Material Selection, *Reading Programs, Reading Skills, Study Skills

Identifiers—Elementary Secondary Education Act Title II, ESEA Title II, *Right to Read

The 21 Title II reading projects described in this report range from a team-teaching approach in intensive reading for first-grade pupils to a free-wheeling project in a high school where

classes stop daily for a 30-minute "Read In." Many of the projects offer suggestions that may be helpful in the selection and evaluation of books and other media. Others suggest ways to improve reading skills that enable the disadvantaged and the advantaged to increase their understanding of contemporary social issues. Still other projects offer examples of activities that motivate children and young people to read and learn. Two of the projects suggest that the teaching of reading be combined with the acquisition of study skills, emphasizing the location and use of information with discrimination. And, finally, several projects build on the important role pupils can play in defining what they wish to study and selecting learning materials that have the greatest value for them. The objectives, a brief description, the number of pupils served, the amount of funds granted, an evaluation, and the name and address of the director are included for each project. (TO)

ED 101 315 CS 001 608

Title II Task Force Issues Reading and Media Selection Aid; ESEA Title II and the Right to Read Notable Reading Projects.

Office of Education (DHEW), Washington, D.C.
Pub Date Jan 72

Note—15p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Bilingual Education, Career Education, Content Reading, Elementary Secondary Education, *Media Selection, *Models, Parent Participation, Reading Interests, *Reading Material Selection, *Reading Programs, Self Esteem

Identifiers—Elementary Secondary Education Act Title II, ESEA Title II, *Right to Read

The 21 reading projects described in this report range from a bilingual reading project for second-grade students to a secondary school reading project in career education. Objectives of some of the other projects described include: to motivate pupils to read for pleasure, to develop skill in reading and learn the use of reference materials in the social studies, to involve parents in stimulating their children to develop desirable attitudes toward reading and learning, to increase the ability to read effectively in the content areas, to create a total program of individualization in reading and the language arts, and to develop positive self-concepts so that students are motivated to learn and are able to achieve success in reading. The title, the objectives, a brief description, the number of pupils served, the amount of funding, an evaluation, and the name and address of the director are provided for each project. (TO)

ED 101 316 CS 001 612

High School Reading Taxonomy: A Guide to Materials. Revised.

New York City Board of Education, Brooklyn, N.Y. Bureau of English.
Spons Agency—Office of Education (DHEW), Washington, D.C. Right to Read Program.

Pub Date Oct 73

Note—192p.; This guide for the high school reading laboratory was prepared and revised as a function of the New York City Right to Read Impact Project

EDRS Price MF-\$0.76 HC-\$9.51 PLUS POSTAGE

Descriptors—Beginning Reading, Phonics, Reading Comprehension, Reading Instruction, *Reading Materials, *Reading Skills, *Remedial Reading, Secondary Education, Study Skills, *Taxonomy, Vocabulary

Identifiers—*Right to Read

When it is determined, as a result of testing or informal diagnosis, that a student is deficient in a particular reading skill, this taxonomy can help teacher and student together to select from a choice of materials, at the appropriate reading level, to correct the deficiency. The taxonomy is divided into five basic categories: beginning reading, phonics, vocabulary, comprehension, and study skills. Appendixes list materials used in the taxonomy according to reference number and provide an index of materials listed in the taxonomy. (HOD)

ED 101 317 CS 001 613

Yussen, Steven R. And Others

Semantic Versus Physical Processing in Children's Recall and Clustering of Pictures. Technical Report No. 312.

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—WRDCL-TR-312
Pub Date Aug 74

Contract—NE-C-00-3-0065
Note—15p.; Report from the Project on Children's Learning and Development

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Cognitive Processes, *Educational Research, Elementary School Students, Memory, Pictorial Stimuli, Primary Education, *Recall (Psychological), *Semantics, *Visual Stimuli

This study was conducted to determine whether the recent semantic-physical processing distinction that Jenkins and his associates have invoked to account for differences in subjects' recall and clustering of verbal materials could be extended to include pictorial materials as well. In the first experiment, second-grade children were exposed to 15 line drawings cross-classified to represent four taxonomic categories and four shape categories, with four instances per category. In the second experiment, first graders freely sorted the pictures and were classified as semantic or physical processors based on their predominant bases of sorting. Following exposure (experiment 1) or sorting (experiment 2), the subjects were asked to recall the picture names. Results of both experiments showed that semantic activity yields greater recall than physical activity. The second experiment also showed that semantic activity yields greater semantic clustering in recall and that physical activity yields greater physical clustering. (Author/RB)

ED 101 318 CS 001 614

Levin, Joel R.
What Have We Learned About Maximizing What Children Learn? Theoretical Paper No. 49.

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—WRDCL-TP-49
Pub Date Jul 74

Contract—NE-C-00-3-0065
Note—31p.; Report from the Project on Children's Learning and Development

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—*Cognitive Processes, Comprehension, *Educational Research, Elementary Education, Elementary School Students, Learning Processes, *Paired Associate Learning, *Pictorial Stimuli, *Visual Stimuli

This summary of a program of research in children's learning describes the effects of pictures and visual imagery on children's cognitive performance. The role of individual differences is highlighted throughout the paper, as are variables which potentially limit the effects discussed. Some of the conclusions were that in a large number of learning tasks children seem to learn better when the materials are presented in pictures than when the materials are presented in words; there appear to be limitations on the effectiveness of pictures in terms of both learner and task differences; subject-generated organizational strategies (visual imagery in particular) greatly facilitate associative learning; and the benefits from an imagery strategy have also been obtained on tasks requiring comprehension of a passage. Areas for further investigation are suggested. (RB)

ED 101 319 CS 001 615

Watson, Patricia And Others
Harding's Right to Read Project 1972-1974. Final Report.

Oklahoma City Public School System, Okla.
Pub Date Oct 74

Note—111p.
Journal Cit.—Journal of Research and Evaluation of the Oklahoma City Public Schools; v4 n11
Entire Issue Oct 1974

EDRS Price MF-\$0.76 HC-\$5.70 PLUS POSTAGE

Descriptors—*Effective Teaching, Elementary Education, Reading, Reading Achievement, *Reading Improvement, *Reading Instruction, Reading Programs, *Reading Research

Identifiers—Harding, Oklahoma, *Right to Read

This study is a final evaluation of the Harding, Oklahoma, Right to Read project covering the

time period from the summer of 1972 through the summer of 1974. The purposes of the longitudinal study were to describe each phase of the project and to answer two questions: What was the nature of inservice training given to teachers? What classroom experiences did teachers provide that were designed to improve students' reading skills? To evaluate the program the following questions were asked: What were the student outcomes? Did reading skills improve significantly? Which characteristics of the project are worthy of replication and which ones are to be avoided in similar programs? The results indicated that the general unity of staff effort and an increase in teachers' skills in the teaching of reading were shown. In classes where the program was not operational, students did not show significant gains. Full or partial participation in the program was related to positive reading achievement gains of the students. (WR)

ED 101 320 CS 001 616

Martin, Maxie Chambers, Letitia
Evaluation of the Elementary Reading Survey K-5, 1973-1974.

Oklahoma City Public School System, Okla.

Pub Date Aug 74

Note—49p.

Journal Cit—Journal of Research and Evaluation of the Oklahoma City Public Schools, v4 n8
Entire Issue Aug 1974

EDRS Price MF-\$0.76 HC-\$1.95 PLUS

POSTAGE

Descriptors—Effective Teaching, Elementary Education, Reading, Reading Achievement, Reading Improvement, Reading Instruction, Reading Programs, Reading Research
Identifiers—Oklahoma City Public Schools

The purposes of this study were to make comparisons between reading at all grades on the basis of instruction and materials and the Oklahoma City public schools' reading philosophy, and to provide insight as to why the reading grade scores were low, particularly at the fourth grade level. The evaluation process was concerned with surveying the reading methods, materials, and types of reading skills being used and/or developed in first through fifth grade. The instrument used was a questionnaire which was administered to teachers in 70 elementary schools and 14 fifth-year centers. The criteria for the instrument to evaluate the elementary reading program were based on the Oklahoma City School District's philosophy for the teaching of reading. Some of the results were: there may be a strong relationship between the drop in achievement scores at the fourth-grade level and the fact that only half of the fourth-grade teachers felt it their responsibility to provide formal reading instruction; teachers voiced a desire for further inservice training; first- and fourth-year teachers were attempting to cover all the basal reading materials for their grade level each year; and teachers spent almost as much time planning for each day as they did on actual reading instruction. (WR)

ED 101 321 CS 001 617

Elementary Reading Guide.

Greenville County School District, Greenville, S.C.

Pub Date 74

Note—236p.; Prepared by the Reading Guide Committee

EDRS Price MF-\$0.76 HC-\$12.05 PLUS

POSTAGE

Descriptors—Basic Reading, Elementary Education, Reading, Reading Improvement, Reading Instruction, Reading Programs, Teaching Guides, Teaching Techniques

This reading guide is intended to assist elementary teachers in planning, implementing, and evaluating reading programs in order to improve reading instruction. The introduction discusses such topics as the status of reading in society and school, the purpose of reading instruction, and goals of reading instruction. "Organizing for Instruction" discusses the role of the teacher, grouping, and meeting individual needs. "The Reading Program Developmental" looks at readiness, directed reading activity, oral reading, supplementary reading, and recreational reading. "Specific Skills and Techniques for Teaching" looks at letter recognition, word recognition, structural analysis, phonetic analysis, vocabulary development, recall of specific facts, interpreting information, critical reading, reading in the content areas, and study skills. "Testing and Evalua-

tion" discusses available tests, teacher's role in administering tests, interpretation of tests, and application of tests. Professional Development" presents suggested inservice activities and a form for determining inservice needs. And "Materials" lists professional and instructional materials. (WR)

ED 101 322 CS 001 620

Page, William D., Ed.

Help for the Reading Teacher: New Directions in Research.

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; National Conference on Research in English.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Mar 75

Contract—NEC-0-72-4636

Note—112p.

Available from—National Council of Teachers of English, 1111 Kenyon Road, Urbana, Illinois 61801 (Stock No. 13915; \$3.95 nonmember, \$3.75 member)

EDRS Price MF-\$0.76 HC-\$5.70 PLUS

POSTAGE

Descriptors—Cloze Procedure, Content Reading, Elementary Secondary Education, Informal Reading Inventory, Miscue Analysis, Readability, Reading, Reading Diagnosis, Reading Research, Reading Tests

This book is designed to be a bridge between teachers and research in such topics as the cloze procedure, readability formulas, miscue analysis, reading strategies, informal reading inventories, and concepts and reading in the content areas. "Children's Behavior While Reading" by H. Robinson serves as a bridge between Huey's early beginning and contemporary theory and research. "Oral Reading Analysis: A View of the Reading Process" by C. Burke and "Reading Strategy Lessons: Expanding Reading Effectiveness" by Y. Goodman both discuss the reading process as seen through miscue analysis. "The Relationship of Beginning Reading Instruction and Miscue Patterns" by J. DeLewer looks at patterns of miscues in children who have received different kinds of reading instruction. "A Different Look at Reading in the Content Areas" by K. Carlson looks at the differences in miscues produced in reading different content materials. "Literacy in the Classroom" by J. Bornuth discusses readability of texts and the pupils' ability to comprehend textual materials. "Auditory Discrimination: Differences versus Deficits" by P. Williams reports on research that isolates linguistic elements. And "Use of Informal Reading Inventories" by W. Page and R. Barr discusses the informal reading inventory. (WR)

ED 101 323 CS 001 623

Mason, Mildred And Others

Immediate Spatial Order Memory and Item Memory in Sixth Grade Children as a Function of Reader Ability.

Connecticut Univ., Storrs. Dept. of Psychology. Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date [72]

Grant—NE-G-00-3-0086

Note—21p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS

POSTAGE

Descriptors—Educational Research, Elementary Education, Elementary School Students, Memory, Reading Ability, Reading Comprehension, Reading Difficulty, Reading Processes, Reading Skills, Recall (Psychological)

Good and poor sixth grade readers served as subjects. Experiment 1 tested for immediate spatial order memory of letters by giving children four or six consonants and having them place the letters in the order in which they had appeared in a just-viewed stimulus. The consonants composing the strings were either positionally redundant (R) or nonredundant (NR) based on positional frequencies of letters in printed English. Poor readers were equal to good readers on four-letter strings, but inferior to good readers on both R and NR six-letter strings. Both reader groups were better in retrieving spatial order for R strings than for NR strings. Experiment 2 tested for immediate spatial order memory and immediate item memory for strings of eight digits and strings of eight consonants. Good readers were better than poor readers on all tasks. Per-

formance on digits was better than performance with letters in both the order and the recall tasks for the two groups. The importance to the reading process of the poor reader short-term memory deficit for spatial order information is discussed in terms of recent evidence that positional redundancy is used to augment visual feature information in the identification of single letters. (Author)

ED 101 324 CS 001 626

Campbell, J. O. And Others

Predicting Reading Achievement from Measures Available During Computer-Assisted Instruction. Technical Report No. 249.

Stanford Univ., Calif. Inst. for Mathematical Studies in Social Science.

Spons Agency—National Science Foundation, Washington, D.C.

Report No.—TR-249

Pub Date Jan 75

Note—22p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS

POSTAGE

Descriptors—Academic Achievement, Beginning Reading, Computer Assisted Instruction, Elementary School Students, Grade 2, Predictive Ability (Testing), Primary Education, Reading Achievement, Reading Programs, Reading Research, Standardized Tests

A high correlation between on-line rate of progress and student achievement on a standardized test was found for a computer-assisted instruction (CAI) program in initial reading. In most cases, CAI measures of progress were better indications of spring test performance than was the pretest given in the fall. Rates of progress in the parts or strands of the CAI program were highly correlated with each other, but certain strands proved to be better predictors of spring test scores than an overall rate measure. Regression models were developed to relate spring test scores to amount of time spent in CAI; results from these models were in accord with data from an earlier experimental study designed to evaluate the effectiveness of the CAI program. Using a stepwise regression, which included both pretests and rates of progress in the strands, multiple correlations were obtained of .79 for the Cooperative Primary Test and .84 for the Metropolitan Achievement Test. (Author)

ED 101 325 CS 001 630

Kuo, Shang-Wu Katz, Leonard

Scanning for Physical and Name Matches.

Connecticut Univ., Storrs. Dept. of Psychology.

Pub Date [72]

Note—12p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS

POSTAGE

Descriptors—College Students, Higher Education, Information Processing, Learning Processes, Reading Processes, Reading Research, Reading Skills, Visual Perception, Visual Stimuli

Two stimuli of either small or capital letters were presented successively by tachistoscopic projectors. College students serving as subjects were requested to respond "yes" if the first stimulus (only one letter) was physically identical to or the same name of one of the letters in the second stimulus. The display size of the second stimulus was one, two, and four letters. Reaction time was a linear function of display size. Response type (positive and negative) affected both the intercept and the slope of reaction time function. These results were explained by response bias and rechecking operations. Finally, the reaction time function for physical match was faster in intercept and slower in slope than for name match. Differential encoding processes and parallel matches were suggested. (Author)

ED 101 326 CS 001 631

Wicklund, David A. Katz, Leonard

Memory Scanning for Pictures by Second and Fourth Grade Children.

Connecticut Univ., Storrs. Dept. of Psychology.

Pub Date [72]

Note—13p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS

POSTAGE

Descriptors—Elementary Education, Elementary School Students, Grade 2, Grade 4, Illustrations, Information Processing, Learning Processes, Memory, Reading Processes, Reading Research, Recall (Psychological), Visual Perception, Visual Stimuli

Twenty children in each of grades 2 and 4 were given a reaction time task of the type in which Sternberg (1969) shows high-speed, serial, exhaustive scanning of information in memory. On each trial subjects were asked to memorize two, four, or six pictures and were then presented with a single picture probe. The subject made a key-pressing response to indicate whether the probe was in the memory set or not. Older subjects respond more rapidly than younger subjects in all conditions. The results strongly suggest that the memory sets are encoded visually and that the search for the probe is a high speed, exhaustive scan, although, due to difficulty of the task, the outcome is unclear for younger subjects at memory set size 6. The children are scanning memory for the presence or absence of a picture at the rate of 17-20 pictures per second. (Author)

ED 101 327 CS 201 687

Belohlov, James A. And Others

Communication: A View from the Inside of Business.

American Business Communication Association, Urbana, Ill.

Pub Date 74

Note—10p.

Journal Cit.—Journal of Business Communication; v11 n4 p53-59 Summer 1974

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Administrator Attitudes, Business Correspondence, *Business Skills, *Communication Skills, Graduate Study, Higher Education, *National Surveys, *Organizational Communication, Personnel Directors

The purposes of this study were to determine the importance business places on effective communication and to see if there is a need for communication courses at the graduate level. The personnel officers of 250 large organizations were surveyed concerning their attitudes about the need for such courses. It was found that communication skills were rated of extreme importance by executives of large organizations, some believing it to be the single most important function of management personnel. (RB)

ED 101 328 CS 201 688

Sussman, Lyle

The Relationship Between Message Distortion and Job Satisfaction—A Field Study.

American Business Communication Association, Urbana, Ill.

Pub Date 74

Note—8p.

Journal Cit.—Journal of Business Communication; v11 n4 p25-29 Summer 1974

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Administrative Personnel, *Communication Skills, Decision Making, *Field Studies, Higher Education, Information Dissemination, *Job Satisfaction, *Organizational Communication

Identifiers—*Message Distortion

This study investigates the relationship between perceived message distortion and job satisfaction. A single hypothesis was tested: there is a positive correlation between a supervisor's job satisfaction and the extent to which he perceives messages from his subordinates as accurate. The subjects for the study were 32 first-line supervisors in the regional office of a large insurance company. The hypothesis was supported. (RB)

ED 101 329 CS 201 689

Rainey, Bill G.

Proposal Writing—A Neglected Area of Instruction.

American Business Communication Association, Urbana, Ill.

Pub Date 74

Note—13p.

Journal Cit.—Journal of Business Communication; v11 n4 p30-39 Summer 1974

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Business Education, College Programs, Communication Skills, *Curriculum Development, *Educational Research, Higher Education, Literature Reviews, *National Surveys, *Technical Writing, Writing Skills

Identifiers—*Proposal Writing

The purpose of this study was to obtain information on the attitudes held by corporate executives and college professors toward the im-

portance of proposal writing ability. Based on a survey of executives and professors, an inspection of the literature on proposal writing, and informal conversations with business executives and former students, it is concluded that proposal writing should be taught. The study concludes with suggestions for developing courses on proposal writing in schools of business and for developing units on proposal writing for courses in business writing and communication. (RB)

ED 101 330 CS 201 736

Fidell, Jeannette A. Horn, Valerie

For Reluctant Readers.

New York Times Co., N.Y.

Pub Date 71

Note—28p.

Available from—The New York Times, 229 West 43rd Street, New York, New York 10036 (Free to schools subscribing to the New York Times)

Document Not Available from EDRS.

Descriptors—Analytical Criticism, Composition (Literary), Dictionaries, *Directed Reading Activity, *Learning Activities, *Newspapers, Reading Development, Reading Habits, Reading Skills, Spelling, *Underachievers, Vocabulary Skills

Identifiers—*New York Times

The eleven lesson plans outlined in this booklet are designed to stimulate and challenge both underachievers and reluctant readers by helping them learn to read "The New York Times." The lesson plans include the following: exercises in vocabulary enrichment; exercises for developing dictionary skills; topics for oral reports; topics for written composition and letter writing; suggestions for research; exercises in finding the main idea; exercises in drawing inferences; exercises in critical analysis; suggestions for homework assignments; suggestions for committee work, bulletin board displays, and scrap books; and word lists for spelling. Titles of the lessons are "A Picture Reading Lesson," "A News Story," "A Follow-Up to a News Story," "A Human Interest Story," "An Interview," "A Movie Review," "Follow-Up Story on Same Topic as Movie Review," "Man or Woman in the News," "Lesson on Classified Advertisements," "A Feature Story," and "A Quotation of the Day, a Picture, and a Cartoon on the Same Topic." (JM)

ED 101 331 CS 201 738

Introduction to a Good Reading Habit.

New York Times Co., N.Y.

Pub Date 71

Note—35p.

Available from—The New York Times, 229 West 43rd Street, New York, New York 10036 (Free to schools subscribing to the New York Times)

Document Not Available from EDRS.

Descriptors—*Class Activities, Elementary Education, Grade 5, Grade 6, *Newspapers, *Reading Habits, Reading Improvement, *Reading Interests, *Reading Skills

Identifiers—*New York Times

The purpose of the project outlined in this booklet is to enable upper elementary students to become familiar with the various departments of "The New York Times," to cope with headlines and lead paragraphs, and to develop a genuine interest in an adult newspaper. A general outline of the project by the teacher is provided, followed by 20 lesson plans arranged in increasing degrees of difficulty and designed to increase the student's curiosity. Topics of the plans are the news summary and index, circulation, headlines, pictures, sports, literature and the arts, radio and television, the women's page, the "Man in the News" and obituaries, advertising, gathering the news, the magic of communication, editing the news (in two parts), financial and business news, the editorial page, comparing newspapers, the role of newspapers, a class newspaper, and review. (JM)

ED 101 332 CS 201 739

Lanier, Dorothy Copeland

Black Dialect: Selected Stories Since 1865.

Pub Date 74

Note—167p.; Ed.D. Dissertation, East Texas State University

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 74-25,634, Mfilm \$5.00, Xerography \$11.00)

Document Not Available from EDRS.

Descriptors—*Dialect Studies, *Doctoral Theses, Language Research, *Negro Dialects, Nonstandard Dialects, Oral Communication

The two purposes of this study were to analyze the linguistic studies of the speech of black Americans which began in 1865 and ended in 1972 and to determine, on the basis of the studies analyzed, whether or not a black dialect exists. First, 73 studies were read and analyzed; second, these studies were categorized according to the investigators' points of view; and finally, the studies were closely examined for evidence of scientific methodology. Results showed that before 1954 most black dialect studies were based on random observations or on the authors' authority, with scholars usually denying the existence of black dialect, believing it to be essentially southern white speech. After 1954, black dialect studies increased sharply and the majority of investigators, using scientific methodology, reported convincing evidence that black speech differed sufficiently from standard English to be regarded as a separate dialect. However, black dialect is not restricted to members of the black community and it is not spoken by all blacks. (Author/JM)

ED 101 333 CS 201 751

English Curriculum Guide, Grades 9-12: A Non-graded Phase Elective Senior High School Curriculum, Revised.

South Bend Community School Corp., Ind.

Pub Date 74

Note—334p.

EDRS Price MF-\$0.92 HC-\$27.29 PLUS POSTAGE

Descriptors—Class Activities, Course Content, Course Descriptions, *Curriculum Guides, *Curriculum Planning, Educational Objectives, *Elective Subjects, *English Curriculum, *Non-graded System, Secondary Education

Identifiers—*Elective Courses, Indiana, South Bend, South Bend Community Schools

This revised English curriculum guide contains descriptions of the numerous courses offered in eight South Bend high schools. A separate set of electives is presented for students in the 9th grade, and a nongraded phase program is presented for students in the 10th, 11th, and 12th grades. Course descriptions, course objectives, course content, instructional materials, and class activities are suggested for each course. All courses are presented on a 9 or 18 week elective basis. The educational philosophy and overall plan of the English curriculum in the South Bend Community Schools is also described. (RB)

ED 101 334 CS 201 752

Brown, Marianne Gentes

A Theory for Developing a Humanities Program for Young Children.

Pub Date 74

Note—334p.; Ph.D. Dissertation, The University of Texas at Austin

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 74-24,834, MF-\$5.00, Xerography-\$11.00)

Document Not Available from EDRS.

Descriptors—Cognitive Development, *Curriculum Development, *Curriculum Planning, Doctoral Theses, Educational Objectives, *Educational Theories, Elementary Education, *Humanities Instruction, *Language Arts, Program Descriptions

The purposes of this study were to develop a theory from a humanities program in the elementary school and to implement the theory by designing prototypes in the humanities for kindergarten through the second grade. The method used in developing the theory was library research. The humanities were limited, for purposes of the study, to include five of the arts and the intellectual development in children was investigated through developmental studies of children and other psychological literature. To demonstrate the theory as translated into problems, processes, and materials for use in the classroom, eight prototypes in the humanities were designed for the kindergarten through the second grade. Sample titles of these prototypes are "Children in Arts," "Understanding Ourselves and Other People through Poetry," and "The Theme of Love as Portrayed in Stories of Animals." Suggestions for further study are included. (Author/RB)

ED 101 335 CS 201 778

Inglis, James And Others

The Teaching of Literature.

Centre for Information on the Teaching of English, Edinburgh (Scotland).

Pub Date Oct 73

Note—16p.

Journal Cit—Teaching English; v7 n1 p10-22 October 1973

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Drama, *English Instruction, Fiction, Higher Education, Literary Genres, Literary Styles, Literature, *Literature Appreciation, *Novels, *Poetry, Secondary Education

The four articles in this issue deal with the teaching of literature. In "Why I Teach Literature," James Inglis suggests that the teaching of literature through the concept of a tripartite dialogue (teacher, students, writer) is necessary for understanding the living and creative aspects of literature. John O'Neill, in "Why I Teach Poetry," discusses his belief that poetry is the most valuable literary form for helping students to develop language arts skills, to widen their interests, to deepen their sensitivity, and to become aware of other people and of their own place among them. James Allison, in "Why I Teach the Novel," explains the private process of novel reading and points out that the novel guarantees certain humane values through its dedication to the uniqueness of the personality and its adventures. In "Why I Teach Drama," Richard Hendry emphasizes the importance of students' enjoying studying drama as literature while they develop both an awareness of the linguistic characteristics peculiar to drama and an appreciation of some of the greatest literary masterpieces. (JM)

ED 101 336 CS 201 780

Scanlon, Joseph

Canada Sees the World through U. S. Eyes: One Case Study in Cultural Domination.

Pub Date Nov 73

Note—25p.; Paper presented to "New Approaches in the Study of Canadian-American Relations: A Transnational Perspective" (Carleton University, Ottawa, November, 1973)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Broadcast Industry, *Case Studies, *Cultural Factors, Foreign Relations, Higher Education, *Journalism, *Mass Media, *Media Research, Newspapers, News Reporting

Identifiers—*Canada, News Agencies

This paper attempts to document the cultural influences which the United States exerts over Canada because of Canadian reliance on foreign news agencies, especially news services that are located in the United States. The print material used to document this paper was drawn from a 1967 study of news flows for the Canadian Department of External Affairs and a 1969 content analysis of 30 Canadian dailies for the Special Senate Committee on the Mass Media. The broadcast material was gathered in a series of interviews done especially for this paper. The data in this case study is presented in both narrative and table form and the extent to which Canadian newscasts follow the American format and content when they are recorded for rebroadcast is examined. This news policy is especially significant when news is translated into French, but contains an American perspective on world events. The paper concludes with a five-point plan to solve the problem of Canadian reliance on foreign agencies for news. (RB)

ED 101 337 CS 201 782

Ashworth, Arthur, Ed. Watson, Ken, Ed.

Towards a New English: A Handbook for Teachers of Secondary School English in the 1970s.

Pub Date 72

Note—199p.

Available from—A.H. & A.W. Reed Publishers, 53 Myoora Road, P.O. Box 126, Terrey Hills, 2084, Sydney, Australia (\$4.95 Australian money, paper)

Document Not Available from EDRS.

Descriptors—*Curriculum Planning, *Educational Change, *Educational Philosophy, English Curriculum, *English Instruction, English Programs, Instructional Materials, Mass Media, Secondary Education, *Teaching Methods

Identifiers—*Australia, New South Wales

This book examines the changes that have occurred in the teaching of English in recent years, especially in England and Australia, and attempts to arrive at a new conception of what it means to

teach English. Divided into seven parts, this book explores English as a language activity; defines English in terms of what it is and what it is not; discusses curriculum changes for the seventies; examines teaching practices in reading, writing, poetry, drama, and fiction courses; presents a lengthy discussion on the introduction of the mass media into the English class; reshapes the ever present problem of evaluating and assessing student performance; and concludes with five descriptions of English programs that are meeting the demands of secondary students. (RB)

ED 101 338 CS 201 786

Williams, Ronald Wolfram, Walt

A Linguistic Description of Social Dialects.

Pub Date 74

Note—17p.; Paper presented at the American Speech and Hearing Association Convention, 1974

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*American English, Dialects, *Distinctive Features, English, Grammar, *Linguistics, Negro Dialects, *Nonstandard Dialects, Pronunciation, *Social Dialects, Sociolinguistics

The characteristics of several nonstandard dialects of American English are presented in this paper in the form of an inventory of features. It has been compiled with the recognition that nonstandard dialects are governed by pronunciation and grammatical rules and that within the broad category of nonstandard dialects, regional and ethnic variations occur. The code used in the inventory to designate major varieties of nonstandard dialects consists of: (1) NS—used in all nonstandard varieties of American English, including northern white NS, southern white NS, and black English; (2) SWNS—southern white NS; (3) S—southern white standard (possible considered nonstandard in some northern contexts); and (4) BE—black English. The inventory includes sections on consonant cluster reduction; the "th" sounds; the "r" and "l" sounds; final "b," "d," and "g"; nasalization; vowel glides; verb constructions; the copula verb concord; negation; the possessive forms; plurals; pronominal apposition; relative clauses; questions; demonstratives; and pronouns. (JM)

ED 101 339 CS 201 789

Boniol, John Dawson, Jr.

Determining Reading and Media Interests: A Study of the Reading and Media Preferences of Selected Students Enrolled in Freshman English at George Peabody College for Teachers, Spring 1973.

Pub Date May 73

Note—142p.; Independent research project conducted at George Peabody College for Teachers

EDRS Price MF-\$0.76 HC-\$6.97 PLUS POSTAGE

Descriptors—Books, College Freshmen, *English Instruction, Fiction, Higher Education, Interest Research, *Mass Media, Media Selection, Newspapers, Nonfiction, Paperback Books, Periodicals, *Reading Interests, *Student Interests

The premise that course material must engage the students' interests if the instruction is to be successful guided this pilot study, which was conducted (1) to test the effectiveness of two instruments designed to determine the reading and media preferences of college freshmen, and (2) to determine the reading and media preferences of freshman English students at George Peabody College for Teachers. The in-class administered questionnaire answered by 23 volunteer subjects consisted of 15 sections concerning students' contacts with magazines and newspapers, their reading of books, their reading preferences and habits, and the books they owned; a take-home questionnaire gave the same students a chance to check the lists of books they remembered reading and owning. The second portion of the study involved a two-week activities log on which 20 students recorded their participation in television and movie viewing; radio, record player, and tape player listening; newspaper, magazine or journal, and other kinds of reading; and classwork not involving reading. Results showed that data obtained from the log sheets were more reliable than data obtained from questionnaires. Included are 58 tables of findings and materials related to the two test instruments. (JM)

ED 101 340

CS 201 791

Steinberg, Danny D. Krohn, Robert K.

The Psychological Validity of Chomsky & Halle's Vowel Shift Rule.

Pub Date 73

Note—40p.; Papers based on the study were presented at the 1973 meetings of the Linguistic Society of America (Ann Arbor) and the American Psychological Association (Montreal)

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Deep Structure, *Descriptive Linguistics, Higher Education, *Language Research, Linguistic Theory, Phonological Units, *Phonology, Suprasegmentals, Surface Structure, *Validity, *Vowels

Identifiers—*Vowel Shift Rule

To account for vowel alternations in forms such as divine-divinity, Chomsky and Halle propose the Vowel Shift Rule and other rules. This study experimentally assesses the psychological validity and generality of these rules by testing the productivity of vowel alternation. Subjects were required, in a meaningful sentence context, to produce a novel derived form by selecting one of two suffixes and affixing it to a base word (for example, maze + ic/ity, concrete + ify/ic). Items were presented aurally and, in some conditions, orthographically as well. Results were consistent: 90 percent of all responses showed no vowel change. Less than four percent exhibited the Chomsky and Halle predicted vowel changes. The validity of the Vowel Shift Rule is, therefore, highly dubious. (Author/RB)

ED 101 341

CS 201 792

Richards, Bertrand F.

Writing from the Mind Out.

Pub Date Nov 74

Note—11p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (64th, New Orleans, November 28-30, 1974)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Composition (Literary), Composition Skills (Literary), *Course Descriptions, Creative Writing, Secondary Education, *Writing Skills

The author of this paper proposes a method for teaching composition at the high school level with the objective of getting students to write as easily as they talk. Students are encouraged to write rapidly for the first half hour of class with no audience in mind and without worrying about grammar, spelling, punctuation, or coherence. Students spend the remainder of the class time in discussing their writing. On Friday of each week students reread what they've done and select one meaningful passage to work on in order to improve composition skills. The teacher does not help with this, but rather allows students to help one another. It is concluded that this program will help students sort experience, discover meaning, and create an identity. (TS)

ED 101 342

CS 201 793

Gadlin, Barry Nemanich, Donald

Language.

Pub Date Dec 74

Note—25p.

Journal Cit—Illinois English Bulletin; v62 n3 Entire Issue Dec 1974

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—American English, *Bibliographies, *Child Language, Diachronic Linguistics, Dialects, *English Instruction, Grammar, Language Learning Levels, Language Patterns, Language Usage, *Linguistics, Parent Role, Phonology, Psycholinguistics, Semantics, Sociolinguistics

An article and a bibliography constitute this issue of the "Illinois English Bulletin." In "Keep the Natives from Getting Restless," Barry Gadlin examines native language learning by children from infancy through high school and discusses the theories of several authors concerning the teaching of the native language. The "Bibliography of Linguistics and the English Language" by Donald Nemanich lists books under the following headings: Teaching the English Language, General Books about Language, Anthologies, History of the English Language, Specific Topics in English Language History, Historical Linguistics, American English, Dialects, Social Dialects,

Sociolinguistics, Usage, Traditional Grammar, Structural Grammar, Transformational Grammar (Theory), Transformational Grammar (Text-books), Stratificational and Tagmemic Grammars, Eclectic Grammars and Surveys of Grammars, Phonology, Stylistics (Linguistic Analysis of Literature), Psycholinguistics and Child Language, Semantics, and Kinesics and Proxemics. (JM)

ED 101 343

CS 201 794

Bentley, Norma E.

On Sand or Rock.

Pub Date May 74

Note—12p.; Paper presented at the Annual Meeting of the New York State English Council (24th, Binghamton, New York, May 2-4, 1974)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS

POSTAGE

Descriptors—English Curriculum, *English Education, Higher Education, *Teacher Education, *Teacher Education Curriculum, Teachers

Future teachers of English at the college level should initially be allowed to discuss and consider some of the important facts of this decade: the dwindling resources of our planet, overpopulation, hunger and disease, and the increase in global communication. They should be informed about the small number of job openings at present in the field of English. They should be helped to master the language more fully, read with increased comprehension, and write more clearly and forcefully in preparation for their first jobs. A full curriculum for the future English teacher would offer students in the first semester of their first year the following courses: Advanced Composition, History and Structure of Language, Educational Psychology of Teaching and Learning, Greek and Roman Literature in Translation, African Literature, and a Tutorial. (TS)

ED 101 344

CS 201 795

Amelio, Ralph J.

Hal in the Classroom: Science Fiction Films.

Pub Date 74

Note—153p.

Available from—Pflaum Publishing Co., Standard Order Dept., 8121 Hamilton Avenue, Cincinnati, Ohio 45231 (\$4.95, paper)

Document Not Available from EDRS.

Descriptors—Bibliographies, Communications, English Instruction, Fantasy, Fiction, *Films, *Futures (of Society), Humanities, Instructional Aids, Literature, Psychology, *Science Fiction, Sciences, Scientific Concepts, Social Studies

The articles in this book provide political, social, sociological, psychological, sexual, mythical, literary, and filmic approaches to the study of science fiction film. "Journey into Science Fiction" by W. Johnson and "The Imagination of Disaster" by S. Sontag treat broadly the essentials of science fiction films. "For the Future: The Science Fiction Film in the Classroom" by W. MacPherson analyzes five representative films from different decades which deal with the dehumanization of man. D. Peary deals with contemporary issues in "Political Attitudes in American Science Fiction on Film," while N. Schwartz, in "THX 1138 vs. Metropolis: The New Politics of Science Fiction Film," discusses new politics and probes two political dystopias. B. Beck, in "The Overdeveloped Society: THX 1138," discusses "THX 1138" as an example of social science fiction film. "Kaminsky on Invasion of the Body Snatchers" by S. M. Kaminsky, "Song of Innocence: The Creature from the Black Lagoon" by F. D. McConnell, and "Narrative, Fable and Dream in 'King Kong'" by R.C. Dale deal with films that fuse elements of science fiction and horror. A list of short and feature films, a bibliography, and a list of distributors are included. (JM)

ED 101 345

CS 201 796

Language Arts Guide, Grades Kindergarten-9.

Sycamore Community Schools, Cincinnati, Ohio.

Pub Date 74

Note—432p.

EDRS Price MF-\$0.76 HC-\$22.21 PLUS

POSTAGE

Descriptors—*Curriculum Guides, Decoding (Reading), Elementary Education, Grammar, Handwriting, Junior High Schools, *Language Arts, Literature, Literature Appreciation, Spelling, Teaching Methods

This curriculum guide provides a systematic sequence of experiences in the language arts for students in kindergarten through the ninth grade. The guide is organized in two main sections: (1) A Continuum of Skills, with divisions on decoding, critical skills in factual material and literature, handwriting, spelling, and grammar; and (2) Child Expectancies and Teaching, which consists of teaching strategy outlines for each grade level from kindergarten through ninth grade. A glossary is included. (JM)

ED 101 346

CS 201 797

Tjarks, Larry D.

Grading as a Sadosomochistic Activity or an Erotic Benevolent Activity?

Pub Date Apr 74

Note—15p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (25th, Anaheim, California, April 4-6, 1974)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS

POSTAGE

Descriptors—*Grades (Scholastic), *Grading, Higher Education, *Student Evaluation, Student Motivation, *Student Teacher Relationship, Teacher Behavior, *Teacher Influence, Teacher Response

Numerous research studies have been conducted concerning the negative aspects of grading: the low correlations between academic success (high grades) and later vocational or professional success, possible sadosomochistic motives of teachers in awarding grades, and grade assignment resulting from the teacher's sense of duty or responsibility to authority with little tempering by humane feelings. However, studies have also shown that grading can be a benevolent activity in a creative atmosphere which both develops students' feelings of self-esteem, self-worth, and self-confidence and fosters close, accepting, and trusting student-teacher relationships. (JM)

ED 101 347

CS 201 798

Bean, Ariel Storey

A Descriptive Study of Creative Writing at the Junior High School Level.

Pub Date 74

Note—126p.; Ed.D. Dissertation, Brigham Young University

Available from—University Microfilms, P. O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 74-27520, Mfilm \$5.00, Xerography \$11.00)

Document Not Available from EDRS.

Descriptors—*Creative Writing, Doctoral Theses, *Educational Research, English Instruction, Junior High Schools, Junior High School Students, Language Arts, Language Skills, *Metaphors, *Sex Differences, *Writing Skills

This study examined the written product in several literary forms by boys and girls of junior high school age. Approximately 875 written items from 238 student authors were collected and examined. It was found that there was more variation in creativity in writing among the boys than among the girls. No significant differences between the sexes in creativity in writing were found. The literary form which was completed most successfully by the student authors was the generalized description, with the poem being the next most successful. The least successfully completed form was the Disneyette, an animal story form. Student-used or created metaphors were found in 66 of the 875 written items. A correlation was made between student use of metaphors and creativity in writing but was not found to be significant. (Author)

ED 101 348

CS 201 799

Lim, Constance Chungchai Chun

The Analysis of Teachers' Attitudes Toward Students' Writing.

Pub Date 74

Note—201p.; Ed.D. Dissertation, Rutgers University, The State University of New Jersey

Available from—University Microfilms, P. O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 74-27313, Mfilm \$5.00, Xerography \$11.00)

Document Not Available from EDRS.

Descriptors—*Composition (Literary), *Creative Writing, Doctoral Theses, Educational Research, *English Instruction, Higher Education, *Student Motivation, *Teacher Attitudes, Teaching Methods

This investigation is concerned with teachers' attitudes toward activities students engage in before writing, the purpose of students' writing, and

their motivation for writing. The findings of the study indicate that classroom discussion seems to be teacher-centered, with very little action taking place among the students; most of the teachers believe that students are able to interpret their own experiences and to create; teachers view writing as both a subject matter and the major medium through which other learning takes place; the majority of teachers initiate students' writing and select the topics for the students; and the kind of response students receive from their teachers is usually judgmental and threatening, resulting in little positive motivation for students to write. (Author/RB)

ED 101 349

CS 201 800

Bleakley, Lou Ann

Rhetorical Stance and the Teaching of Literature: Theory, Strategy, and Evaluation.

Pub Date 74

Note—270p.; Ph.D. Dissertation, Purdue University

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 74-26688, MF-\$5.00, Xerography-\$11.00)

Document Not Available from EDRS.

Descriptors—*Educational Research, Educational Theories, *English Curriculum, English Instruction, Evaluation Methods, Language Arts, *Literature, Secondary Education, *Teaching Methods, *Teaching Models

Identifiers—*Rhetorical Stance

This study is concerned with the concept of rhetorical stance: the interrelationships among speaker, content, and audience in a communication situation. It is hypothesized that when the rhetorical stance model is applied to the secondary English curriculum, the teaching of literature will improve. This hypothesis is confirmed by evidence gained in an evaluation involving 12th grade students in a midwestern high school. In the program evaluated by means of the context, input, process, product (CIPP) model, students whose unit incorporated the rhetorical stance schema as a technique for learning scored significantly higher on a posttest than did students who did not use the rhetorical stance schema. Therefore, the rhetorical stance strategy has the potential to motivate students toward academic achievement. Since the attitudes of students in both groups was quite positive, variety in content, method, and organizational structure (rather than technique alone) may also contribute to positive student attitude. (Author/RB)

ED 101 350

CS 201 801

McCarthy, J. M.

Secondary School English: Objectives and Programs; Response to NASDTEC (National Association of State Directors of Teacher Education and Certification) Standards for State Approval of Teacher Education Section 3.4, Standard II.

Pub Date 74

Note—19p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS

POSTAGE

Descriptors—Educational Objectives, *Educational Philosophy, *English Curriculum, *English Programs, *Humanistic Education, *Program Development, Secondary Education, Team Teaching, Unit Plan

Despite the proliferation of subject matters in the English curriculum, formal education continues to concede a priority to literature and the linguistic arts. In the past, the English curriculum has been shaped largely by essentialistic forces with an emphasis on skills. This position has been challenged by a strong existential trend in the last decade. In designing an effective secondary English program, it is important to have clear objectives that allow students to achieve their own self-realizations. Humanistic methods of instruction which emphasize the building of intellectual power by production of demonstrable skills are necessary. (A strategy for implementing unit teaching, combining team teaching in an open classroom with individualized instruction, is explicated and recommended by the author.) (Author/TS)

ED 101 351

CS 201 802

Stewart, Donald, Ed.

Focus: Composition and Language Study, K-6.

Kansas Association of Teachers of English.

Pub Date Dec 74

Note—37p.

Journal Cit—Kansas English; v60 n1 Entire Issue
December 1974

EDRS Price MF-\$0.76 HC-\$1.95 PLUS
POSTAGE

Descriptors—*Composition (Literary), Elementary Education, English Instruction, Evaluation Methods, *Language Arts, *Language Development, Teaching Methods, *Writing Skills

This issue of "Kansas English" focus on composition and language study, kindergarten through grade six. The articles and authors are "Evaluating Process and Product in Children's Writing" by Robert L. Hillerich, "Written Language Development and Instruction of Elementary School Children" by Lester S. Golub, "From a Reading Desk" by Myrline Winkler, "The Semi-Revolution in English" by Robert Grindell, and "From the State Specialist's Desk" by Lois Caffyn. (TO)

ED 101 352 CS 201 805

Hennings, Dorothy Grant

Smiles, Nods, and Pauses: Activities to Enrich Children's Communication Skills.

Pub Date 74

Note—232p.

Available from—Citation Press, 50 West 44th Street, New York, N.Y. 10036 (\$3.95 paper)

Document Not Available from EDRS.

Descriptors—Body Language, Children, Communication Skills, Dramatic Play, Interpretive Skills, *Language Arts, *Nonverbal Communication, *Nonverbal Learning, Pantomime, Role Playing, Story Telling

In exploring nonverbal language, this book suggests activities in which children can express and interpret meanings with more than words, provides a starting point for teachers in helping children develop nonverbal communication skills, and recommends that teachers build language arts programs which emphasize more than just words. Contents consist of six units: "Say It with More Than Words"—How We Say It with More Than Words, Why We Need to Teach Children Nonverbal Skills, How to Teach Children to Communicate with More Than Words; "Actions Speak Louder Than Words"—Pantomiming Words, Shapes, Motions, Situations, Messages; "Turn on the Sound"—Predramatic Play, Show Times, Role Playing; "You Are on Stage"—Telling Stories, Going beyond Stories; "Let's Just Talk"—Conversational Activities, Contrived Activities; "Let's Just Listen"—Interpreting Pictures, Reading Body Talk; A Guide to Objectives; and a bibliography. (JM)

ED 101 353 CS 201 806

Watson, Ken, Ed.

A. A. T. E. (Australian Association for the Teaching of English) Guide to English Books, 1974.

Australian Association for the Teaching of English.

Pub Date 74

Note—70p.

EDRS Price MF-\$0.76 HC-\$3.32 PLUS
POSTAGE

Descriptors—*Book Reviews, Composition (Literary), Drama, Educational Practice, Educational Principles, *English Instruction, Language, Literary Criticism, Mass Media, Multimedia Instruction, Poetry, Prose, Retarded Readers

Identifiers—Australian Association for the Teaching of English

This annual publication of the Australian Association for the Teaching of English contains reviews of books in ten categories: teaching principles and practice; source books; composition, writing, rhetoric; language; poetry and prose; drama; criticism; mass media/general studies; multi-media kits; and the retarded reader. Also included are an index of advertisers, an index of the books reviewed (listed by title), and a list of the reviewers. (JM)

ED 101 354 CS 201 807

Allen, Lee E., Ed.

The Black Experience.

New England Association of Teachers of English.

Pub Date Dec 74

Note—36p.

Journal Cit—The Leaflet; v83 n3 Entire Issue

Dec 1974

EDRS Price MF-\$0.76 HC-\$1.95 PLUS
POSTAGE

Descriptors—Black Community, Disadvantaged Youth, *English Instruction, Language Arts, *Negro Culture, *Negro Literature, *Negro Students, Poetry, *Urban Areas, Urban Education

This issue of "The Leaflet" focuses on the black experience. Included are four poems by Lawrence Johnson, "Little Girl Black," "Be's That Way Sometime," "My Blackness," and "Three Songs of Freedom"; two papers originally presented at the 1973 New England Association of Teachers of English Conference, "Teaching English to the Disadvantaged in Large Urban Centers" by Jessie Wright and "Black Experience, Black Literature, Black Students, and the English Classroom" by Darwin T. Turner; and reviews of eight books by Paul Janeczko, Lawrence Johnson, and Lee E. Allen. (JM)

ED 101 355 CS 201 809

Pooley, Robert C.

How to "Be" Somebody Important.

Pub Date Oct 74

Note—9p.; Keynote Address at the 50th Anniversary of the Florida Council of Teachers of English State Conference (Daytona Beach, Florida, October 17-19, 1974)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS
POSTAGE

Descriptors—Educational Philosophy, *English Instruction, Human Dignity, *Humanism, *Humanistic Education, Humanities, *Self Esteem, *Teachers

In order that English teachers may be important to themselves, important as teachers, and through their behaviors, important to their community and to society, they must accept the challenge of being humanists. Ten characteristics describe humanists: (1) they revere life in all forms; (2) they have profound respect for the human mind and its freedom; (3) they have faith in human beings and their ability to create ideals by which to live; (4) they hold the search for truth to be a person's primary endeavor and defend the freedom of this search; (5) they stand in awe of creation and regard their place in the universe with humility; (6) they seek to create rather than to destroy; (7) they preserve an open and critical mind; (8) they respect independence of thought and action; (9) they are the inheritors, custodians, and teachers of the best in all the arts; and (10) they respect research in all fields, helping to integrate knowledge in the social and physical sciences with that in the humanities. (JM)

ED 101 356 CS 201 810

Gay, Carol

The Play's the Thing: The Need for Some Critical Perspectives in Children's Drama.

Pub Date Nov 74

Note—8p.; Paper presented at the Forum on the Criticism of Children's Literature at the Annual Meeting of the Midwest Modern Language Association (St. Louis, Missouri, November 1974)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS
POSTAGE

Descriptors—Childrens Books, *Childrens Literature, *Drama, *Education, Language Arts, Literary Criticism, Literature, Literature Appreciation, Theater Arts

In spite of the fact that there has been an interest in children's theatre since after World War I and practically everyone—from the Junior League to the educationist—recognizes the need for and the value of good drama, there is a dearth of good drama of literary worth for children. It is true that children have been exposed to drama of some kind—there is intense interest in creative drama (especially on the part of educationists), there are anthologies of children's plays which range from mediocre to poor in literary quality, and there is a widespread practice of adapting literary works for juvenile theatre audiences. However, good drama must become part of children's literature because (1) it belongs there as an accepted literary genre; (2) teachers should be able to deal with it critically and practically on all levels; and (3) an art form needs an active and viable body of criticism in order to grow in stature. (JM)

ED 101 357 CS 201 811

Dille, Ralph G.

Language Skills for Job Entry.

Pub Date Oct 74

Note—14p.; Paper presented at the Northeast Regional Conference on English in the Two-Year College (Cranston, Rhode Island, October 1974)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS
POSTAGE

Descriptors—*Business Skills, Communication Skills, *Composition (Literary), Curriculum Development, *English Instruction, English Programs, *Job Skills, Junior Colleges, *Language Skills

The most important factor in the teaching of English is the establishment of a philosophy which serves as a guide for determining course content. At the two-year college level, there is a need to develop English programs and courses which are essential not only to the students but also to the business community in which a majority of the students—graduates and nongraduates—will enter. Modeling communication and language instruction after the needs of business is an obligation of education, especially two-year college education where the primary objective is to equip students with the skills necessary to enter the job market. Developing a curriculum modeled after the needs of employers would result in instruction that is consistent with current needs, increased economy for both education and business, and decreased duplication of courses that are taught by both colleges and business. (RB)

ED 101 358 CS 201 812

Estrin, Herman A. Mehus, Donald V.

The American Language in the 1970s.

Pub Date 74

Note—353p.

Available from—Boyd & Fraser Publishing Co., 3627 Sacramento St., San Francisco, California 94118 (\$5.95 paper)

Document Not Available from EDRS.

Descriptors—American English, *Anthologies, English Instruction, Higher Education, *Language Role, *Language Usage, *Social Influences, Sociolinguistics, *Vocabulary Identifiers—*United States

Paralleling and reflecting the many recent changes in national life have been corresponding developments in the American language. As new concerns and problems have arisen, new vocabularies have come into being. Countless new words and novel expressions as well as new meanings and uses for established words have been created. This collection attempts to present a sense of the innovations, developments, and state of the American language in the 1970's. Articles by such authors as Mario Pei, Douglas Bush, Russell Baker, and Israel Shenker deal with the development of American English; dictionaries and usage; slang, graffiti, and euphemisms; the language of government and politics; the language of blacks; the language of women's liberation; the language of science and space; academia and its jargon; the arts and the mass media; censorship and pornography; other forms of communication; modern living and behavior; and the future of English. (TS)

ED 101 359 CS 201 813

Della-Piana, Gabriel M.

The Development of a Model for the Systematic Teaching of the Writing of Poetry. Final Report.

Utah Univ., Salt Lake City. Bureau of Educational Research.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C. Regional Research Program.

Bureau No—BR-0-H-004

Pub Date Aug 71

Grant—OEG-8-70-0001(058)

Note—230p.

EDRS Price MF-\$0.76 HC-\$12.05 PLUS
POSTAGE

Descriptors—Computer Assisted Instruction, Course Content, Course Descriptions, *Creative Writing, Curriculum Guides, *Poetry, *Program Development, *Programed Materials, Programed Units, Program Evaluation, *Teaching Models

The three major purposes of this project were to develop a programed text for teaching the writing of poetry, to validate the program, and to prepare a procedural guide for programing. A 156-frame program was developed, including procedures for eliciting free written expression to serve as subject matter for poems; writing initial poems to fit Haiku and Tanka forms; revision of

poems based on author and reader analysis; writing poetry using a variety of poetic devices; writing to fit various rhyme, meter, and stanza forms; and revising for greater poetic effect. A procedural guide for the development of programed materials is outlined in 11 steps including specification of objectives, assessment of performance, determination of causes of performance deficiencies, design of appropriate systems (instructional, guidance, feedback, incentive, management) to eliminate deficiencies, and validation of those systems. Developmental and validation testing resulted in significant changes in program design. Recommendations are made for further work including determination of multiple cutoff scores for predicting mastery in the program and use of the computer as an aid in poetic composition. (Author/TS)

ED 101 360 CS 201 814

Press Censorship Newsletter No. VI.
Reporters Committee for Freedom of the Press,
Washington, D.C. Legal Defense and Research
Fund.

Pub Date Jan 75

Note—81p.

Available from—The Press Censorship
Newsletter, Reporters Committee for Freedom
of the Press, Legal Defense & Research Fund,
Room 1310, 1970 Pennsylvania Ave. N.W.,
Washington, D.C. 20036 (Single copies free)

EDRS Price MF-\$0.76 HC-\$4.43 PLUS
POSTAGE

Descriptors—Broadcast Industry, *Censorship,
Civil Liberties, Confidentiality, *Court Litigation,
*Freedom of Speech, Information
Sources, Journalism, *Legal Problems, *Mass
Media, Newspapers, Student Publications

A compendium of legal actions affecting the
First Amendment and freedom of information in-
terests of all the media on the federal, state, and
local levels, this newsletter contains 316 indexed
summaries of "Media Law Reports." The ab-
stracts are arranged in 10 categories: The re-
straints on publication and distribution,
freedom of information, confidentiality of news
sources, fair trial-free press/access to the courts,
privacy and libel, right of reply/access to the
media, the broadcast media, labor, high school
and college press, and miscellaneous develop-
ments. (TO)

ED 101 361 CS 201 815

Bivens, William P., III Edwards, Allan B.

Transformational Grammar and Writing Improve-
ment.

Pub Date Apr 74

Note—27p.; Paper presented at the Annual Meet-
ing of the Conference on College Composition
and Communication (25th, Anaheim, California,
April 4-6, 1974)

EDRS Price MF-\$0.76 HC-\$1.95 PLUS
POSTAGE

Descriptors—*Composition (Literary), Educa-
tional Research, Experimental Teaching, High
School Students, Secondary Education, *Trans-
formational Generative Grammar, *Transformation
Theory (Language), *Writing, *Writing
Skills

Though a general study of transformational
grammar does not improve writing ability, stu-
dents can learn to use transformational opera-
tions which combine and reduce clauses to make
better sentences. Since students already know in-
tuitively how to do the operations, transforma-
tional theory in the classroom is largely limited to
sentence-combining exercises and makes no use
of detailed analytical procedures. This paper
demonstrates the varying complexity of typical
combining exercises and then discusses their ac-
tual classroom use. In two 11th grade high school
English classes, the same assignments were given,
but the experimental class received instruction in
sentence combining while the control class was
taught in the traditional manner. A comparison of
the compositions written by members of each
class reveals a dramatic increase in syntactic
fluency by the experimental group after only one
semester of instruction. (Author)

ED 101 362 CS 201 821

Rogers, Katharine M.

The Antifeminist Bias in Traditional Criticism.

Pub Date Nov 74

Note—7p.; Paper presented at the Annual Meet-
ing of the National Council of Teachers of En-
glish (64th, New Orleans, Louisiana, November
28-30, 1974)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS
POSTAGE

Descriptors—*Characterization (Literature),
*Feminism, *Literary Criticism, *Sex Dis-
crimination, *Sex Stereotypes

Ten recent articles and books are cited in this
paper as examples of a continuing antifeminist
bias in literary criticism. Several forms of this
bias are discussed, including an imperviousness to
the feminist awareness, a refusal to recognize it,
and open irritation by some critics that women
are now finding a voice in literary criticism. A
reviewer in the "Times Literary Supplement" is
quoted as stating that an otherwise admirable
book on 18th century culture includes "a
(nowadays mandatory) glimpse at the status of
women." A critic of "Joseph Andrews" is quoted
as saying that Lady Booby shows "feminine irra-
tionality," but the same critic does not charac-
terize Parson Trulliber's similar irrationality as
masculine. It is concluded that antifeminist bias
in criticism is still widespread. (TS)

ED 101 363 CS 201 822

Masland, Mary Wootton, Comp.

Please Listen to Me: Speech, Hearing, Language
Guide.

Maryland State Dept. of Education, Baltimore.
Div. of Instruction.

Pub Date 72

Note—8p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS
POSTAGE

Descriptors—*Audition (Physiology), *Behavior,
Child Development, *Child Language, *Child-
ren, Infant Behavior, Language Development,
*Speech

This guide outlines in chart form the speech,
hearing, and language behaviors which may be
expected from children of ages 3 months through
5 years. It is designed to indicate progress and to
alert parents and professional personnel to devia-
tions from normal development. The information,
in question-answer form, sketches behaviors for
nine age groups: 3-6 months, 7-10 months, 11-15
months, 1 and a half years, 2 and a half
years, 3 years, 4 years, and 5 years. (JM)

ED 101 364 CS 201 823

A Teacher's Notebook: English, 5-9.

National Association of Independent Schools,
Boston, Mass.

Pub Date Jan 75

Note—84p.

Available from—National Association of Indepen-
dent Schools, Four Liberty Square, Boston,
Massachusetts 02109 (\$2.00)

EDRS Price MF-\$0.76 HC Not Available from
EDRS. PLUS POSTAGE

Descriptors—Audiovisual Instruction, Bibliog-
raphies, *Composition (Literary), *English In-
struction, Intermediate Grades, *Language,
*Literature, *Minority Group Children, Private
Schools, Secondary Education

Identifiers—Independent Schools
This is the first volume of the two-volume En-
glish "Notebook" compiled by the English com-
mittee of the National Association of Indepen-
dent Schools. The "Notebook" focuses on grades
5-9 (with implications for grades 10-12) and
emphasizes the increasing diversity of the student
population in independent schools. This volume
contains the committee's "General Statement";
specific statements, practical guidelines, and
bibliographies on the teaching of English in the
areas of language, literature, and composition;
detailed suggestions for the use of nonprint
media; and a section on language, literature, and
the minority student. A general bibliography con-
cludes the volume. (JM)

ED 101 365 CS 201 825

Schwartz, Judy I. And Others

Effects of a Structured Pedagogy on Children's
Language.

Pub Date 74

Note—12p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS
POSTAGE

Descriptors—*Arithmetic, *Child Language,
Conventional Instruction, Grade 1, Grade 2,
*Instructional Programs, Primary Education,
Reading Achievement, *Reading Programs,
Reading Skills, *Sequential Approach, Verbal
Ability

Identifiers—*DISTAR

DISTAR (Direct Instruction Systems for
Teaching Arithmetic and Reading) is a structured

program designed to present basic skills and con-
cepts in such a way that the child's complete
mastery of each step in the programed sequence
is ensured before proceeding to subsequent steps.
This study investigated the effects of the program
using 52 children (approximately 95 percent were
black and about equal numbers were boys and
girls) in DISTAR (D) and Non-DISTAR (ND)
groups, with 26 each in first and second grades.
The Auditory Association and Verbal Expression
subtests of the Illinois Test of Psycholinguistic
Ability were administered individually, while the
Stanford Early School Achievement Test (for first
grade) and the Metropolitan Achievement Test
(for second grade) were administered in groups.
Findings showed that the average reading scores
of D children exceeded those of ND children in
both first and second grades and that the average
verbal expression scores of first-grade ND chil-
dren were higher than those of children in D
classes. (JM)

ED 101 366 CS 201 826

Curriculum Guide for the Language Arts for Kin-
dergarten, Grades 1, 2, 3.

Chicago Board of Education, Ill.

Pub Date 63

Note—644p.

Available from—Board of Education of the City
of Chicago, Chicago, Illinois

EDRS Price MF-\$1.08 HC Not Available from
EDRS. PLUS POSTAGE

Descriptors—*Composition (Literary), Creative
Writing, Curriculum Guides, Descriptive Writ-
ing, *Language Arts, *Listening, Listening
Skills, Primary Education, *Reading, Reading
Skills, *Speaking

Designed for kindergarten through grade three,
the material in this volume of the "Curriculum
Guide for the Language Arts" is organized by
grades with provision for use in a continuous or
nongraded organization. An introductory section
outlines the general language arts program, not-
ing specifically the characteristics of the primary
child, the plan of organization, the primary lan-
guage arts classroom, and a program of evalua-
tion. Individual programs in listening, speaking,
reading, and writing present material organized
and arranged in four columns: objectives,
procedures and activities for the teacher, prac-
tices and evaluation for pupils, and instructional
aids. An evaluation checklist concludes each sec-
tion and an appendix provides excursion and ex-
perience charts, sequence charts of fundamental
skills, a bibliography, and the basic sight vocabu-
lary (Dolch list). (JM)

ED 101 367 CS 201 827

James, Shirley M.

Situational "Givens" and Graduate and Inservice
Teacher Education.

Pub Date 74

Note—9p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS
POSTAGE

Descriptors—*English Education, *Inservice
Teacher Education, *Program Development,
Reading, *Supervisory Methods, *Teacher
Education, Teacher Improvement

Written primarily for supervisors, consultants,
and university professors in reading and English
education, this paper discusses the importance of
effective graduate and inservice education. Two
of the primary responsibilities of the professional
supervisor are explained: to observe inservice
teachers and listen to them talk about their
problems, and to help teachers move beyond the
limitations of their teaching situations so they
might understand and implement a better instruc-
tional program. Three suggestions related to in-
creasing the effectiveness of inservice and staff
development programs are given: (1) inservice
and staff sessions do not need to be limited to the
needs expressed by the teachers involved, but
should be based on these needs; (2) when super-
visors are involved in inservice sessions, the ad-
ministrators who work with the teachers involved
should be part of the group and be advised in ad-
vance of the specific plans for the session; and
(3) plans should be made in advance for follow-
through on inservice and staff development ses-
sions. Finally, some suggestions for adjusting the
locations and structuring the courses in reading
and English education are explicated. (TS)

ED 101 368 CS 201 828

Newton, Richard F. Sprague, Peter F.
The Newspaper in the American History Classroom.

American Newspaper Publishers Association
 Foundation, Washington, D.C.
 Pub Date 74

Note—47p.

Available from—ANPA Foundation, P.O. Box
 17407, Dulles International Airport, Wash-
 ington, D.C. 20041 (\$1.75 paper)

EDRS Price MF-\$0.76 HC-\$1.95 PLUS

POSTAGE

Descriptors—*American History, Educational
 Objectives, History Instruction, *Instructional
 Materials, Journalism, *Lesson Plans,
 *Newspapers, Secondary Education, *Teaching
 Guides

This teacher guide contains 14 sample lesson
 plans based on issues faced throughout American
 history and still being headlined in today's
 newspaper. The lesson plans include exploration
 and National Pride, Jefferson and Hamilton,
 Checks and Balances, Supply and Demand, Presi-
 dential Impeachment, Voting Rights, Historical
 Analogies, Predictions and History, The Industrial
 Revolution, The Growth of Government, The
 Panama Canal, The United States and Isolation-
 ism, Theodore Roosevelt and Trust-Busting,
 and Locating Assumptions Underlying Argu-
 ments. Each lesson plan offers the rationale, edu-
 cational objective, and teaching strategy for using
 material from a newspaper to illustrate or amplify
 the specific topic of American history. Using
 these as a starting point, the social studies
 teacher is encouraged to develop additional les-
 son plans. The three appendices include informa-
 tion on the objectives of newspaper programs,
 reading comprehension, and classroom dialogues.
 (Author/TS)

ED 101 369 CS 201 830

Dreyer, Ladonna J.

**Yes! Individualized Instruction for International
 Students Is Possible in the Conventional Class-
 room—It Is a Formula for "Holding Power."**

Pub Date Nov 74

Note—10p.; Paper presented at the Annual Meet-
 ing of the National Council of Teachers of En-
 glish (64th, New Orleans, Louisiana, November
 1974)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS

POSTAGE

Descriptors—*Composition (Literary), *English
 (Second Language), *Individualized Instruc-
 tion, *Junior Colleges, *Program Descriptions,
 Sequential Programs, Teaching Techniques

So that the non-English speaking students
 could grasp the simple rudiments of English com-
 position with any degree of accuracy, the Oscar
 Rose Junior College developed a two-semester
 program involving a sequential, syntactical, lin-
 guistic, multimedia approach to composition. The
 four media utilized are talk-tapes, visual-aids
 (mini-reproductions of the overhead transpa-
 rencies), vocabulary cards for optional drills
 and personal reference, and a flexible course of
 study allowing for individualization. Each unit has
 its objective clearly outlined in behavioral terms;
 at the end of each lesson there is a comprehen-
 sive self-assessment task; and at the completion
 of each unit another quiz is provided which in-
 cludes previous unit skills and/or concepts, along
 with the current unit objectives. Students who
 have any problems with the exercises, tasks, or
 quiz are directed to reread the material and con-
 fer with the instructor for supplemental
 material. Criterion-referenced grading is used to
 measure each objective. Vocabulary study in the
 first semester is based on vocabulary drawn from
 social institutions such as home and family, busi-
 ness, government, and education, while the les-
 sons in the second semester are drawn from ter-
 minology and essays concerned with law,
 medicine, geology, biology, and physics. (HOD)

ED 101 370 CS 201 831

Nemanich, Donald, Ed.

Teaching English.

Illinois Association of Teachers of English, Ur-
 bana.

Pub Date Jan 75

Note—28p.

Journal Cit—Illinois English Bulletin; v62 n4 En-
 tire Issue Jan 1975

EDRS Price MF-\$0.76 HC-\$1.95 PLUS

POSTAGE

Descriptors—Educational Accountability, *Elec-
 tive Subjects, English Curriculum, *English In-
 struction, Higher Education, *Performance
 Based Teacher Education, Performance
 Criteria, Secondary Education, *Teacher
 Responsibility, *Teaching Skills

Articles in this volume of the "Illinois English
 Bulletin" include "Competencies in Teaching En-
 glish" by Alan C. Purves, which sets forth a ten-
 tative model for planning competency-based in-
 struction and certification based on concepts,
 teaching acts, skills, and strategies; "Passing the
 Buck Versus the Teaching of English" by Dennis
 Q. McNerny, which suggests that the burden of
 teaching English belongs to the teacher and
 should be faced with professional finesse; and
 "Electives Are Coming! Electives Are Coming!"
 by Daniel R. Silkowski, which discusses the im-
 plementation of an elective program at Maine
 West High School in Des Plaines, Illinois. (HOD)

ED 101 371 CS 201 832

Apseloff, Marilyn

**Death in Current Children's Fiction: Sociology or
 Literature.**

Pub Date Nov 74

Note—17p.; Paper presented at the Forum on the
 Criticism of Children's Literature of the Mid-
 west Modern Language Association (St. Louis,
 November, 1974)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS

POSTAGE

Descriptors—*Childrens Books, *Childrens
 Literature, *Death, Fiction, *Literary Analysis,
 Literary Criticism, Psychological Patterns, So-
 cial Attitudes

The mass production of books dealing with
 hitherto taboo subjects for children, such as drug
 use, divorce, illegitimacy, and death, is a growing
 trend in children's literature. This paper attempts
 to demonstrate the inherent difficulties in judging
 such books critically through a discussion of the
 handling of death in current children's fiction.
 Four books are examined for the sociological and
 psychological attitudes they take toward death as
 well as their literary value in terms of style, plot,
 and characterization: (1) "Annie and the Old
 One" by Miska Miles (for children six to eight);
 "The Magic Moth" by Virginia Lee (for children
 eight to ten); (3) "A Taste of Blackberries" by
 Doris Buchanan Smith (for children eight to
 eleven); and (4) "Grover" by Vera and Bill
 Cleaver (for children ten to thirteen). This paper
 concludes that all of the books discussed, with
 the exception of "The Magic Moth," are com-
 mendable works, combining both quality and
 relevancy. (TS)

ED 101 372 CS 201 833

Meyers, Edna O.

**Is Chile a Food, A Description of Weather, Or
 Why Black Children Do Poorly on the WISC
 (Wechsler Intelligence Scale for Children).**

Pub Date Sep 74

Note—16p.; Paper presented at the Annual Meet-
 ing of the American Psychological Association
 (New Orleans, September, 1974)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS

POSTAGE

Descriptors—Child Development Centers, *Cog-
 nitive Development, Concept Teaching, Diag-
 nostic Teaching, *Disadvantaged Youth, Ex-
 perimental Teaching, Group Intelligence Tests,
 *Inner City, Intelligence, *Intelligence Quo-
 tient, *Intelligence Tests, Negro Youth,
 Spanish Speaking, Urban Youth

Identifiers—New York City, *Wechsler Intel-
 ligence Scale for Children

Inner city children have suffered indis-
 criminate from strict, illogical scoring of stan-
 dardized IQ tests which do not credit children
 with thoughtful responses accurately reflecting
 their experiences and backgrounds. As a result,
 IQ scores too often doom these children to learn-
 ing situations for children of lower mentality
 levels than their own. Staff at the Northside
 Center for Child Development are experimenting
 with a teaching method which is based on three
 radical assumptions: children can be taught what
 they did not know on IQ tests; it is important that
 children be instructed in concept formation; and
 children enjoy cognitive play-thinking is chal-
 lenging and fun. (Two tables of IQ scores, both
 original and reassessed, are included.) (JM)

ED 101 373

Kelley, Marjorie E.

**In Pursuit of Values: A Bibliography of Children's
 Books.**

Pub Date 73

Note—44p.

Available from—Paulist Press, 1865 Broadway,
 New York, New York 10023 (\$0.95 paper)

Document Not Available from EDRS.

Descriptors—*Annotated Bibliographies, *Child-
 rens Books, Elementary Secondary Education,
 Ethical Values, *Literature Appreciation,
 *Moral Values, Personal Values, *Reading
 Materials, Social Values, Story Telling

Identifiers—*Values Education

Compiled to provide raw material for parents
 and teachers to use in storytelling, discussion,
 dramatization, and reading programs, this an-
 notated bibliography consists of 110 books
 chosen for literary merit and for presentation of a
 provocative moral dilemma with a value decision
 (rather than a value statement). The bibliography
 is divided into four sections: preschool to grade
 three, grades four through six, grades seven
 through twelve, and series (anthologies of prose,
 poetry, and song lyrics). Within each section
 books are listed alphabetically by author accord-
 ing to categories—judicial decisions, personal
 decisions, and community values. (JM)

ED 101 374

O'Donnell, Roy C.

**A Review of Some Indices of Language Develop-
 ment. Studies in Language Education, Report
 No. 15.**

Georgia Univ., Athens. Dept. of Language Educa-
 tion.

Pub Date Mar 75

Note—16p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS

POSTAGE

Descriptors—Indexes (Locators), *Language
 Development, *Language Research, *Litera-
 ture Reviews, *Measurement Instruments,
 *Syntax, Writing

This document reviews some of the indices of
 language development which have been con-
 structed since the Anderson study of 1937. In ad-
 dition to the findings of Anderson, the T-unit
 proposed by Hunt (1965), the measure of T-unit
 length and mean number of sentence-combining
 transformations per T-unit developed by O'Don-
 nell, Griffin, and Norris (1967), the instrument
 for collecting comparable samples of writing from
 children at various grade levels developed by O'-
 Donnell (1968), the syntactic complexity scale
 developed by Endicott (1973), and the Syntactic
 Density Score developed by Golub and Kidder
 (1974) are discussed. (HOD)

ED 101 375

Wimer, Frances N., Ed.

Focus: Teaching by Theme.

Virginia Association of Teachers of English.

Pub Date 74

Note—63p.

Journal Cit—Virginia English Bulletin; v24 n2
 Entire Issue Winter 1974

EDRS Price MF-\$0.76 HC-\$3.32 PLUS

POSTAGE

Descriptors—Censorship, Developmental Pro-
 grams, Elective Subjects, Elementary Secondary
 Education, English Curriculum, *English In-
 struction, *Literature, Science Fiction,
 *Teaching Methods, *Thematic Approach, War

Focused on teaching by theme, the articles in
 this issue of the "Virginia English Bulletin," an
 NCTE affiliate journal, include "Theme-type
 Units: Background and Basis"; "Casting
 Shadows," which discusses science fiction; "War,
 Literature, and Kids: Blood Relations"; "Ethnic
 Heritage Studies for the Elementary and Middle
 School Student"; "Framework for Freedom:
 Selected Themes," which discusses the themes of
 illusion vs. reality and part/apart which were
 taken from the curriculum guide entitled "Framework
 for Freedom"; "Sequence to Man: A
 Developmental Approach to Learning"; "Evaluat-
 ing a Thematic-Selective English Curriculum"; "Great
 English Teaching Ideas"; and "Schools and the
 Censor." (HOD)

ED 101 376

Barker, Glenn Sorhus, Helen

**The Importance of Fixed Expressions in Oral
 Spontaneity; Volumes I-IV.**

CS 201 837

52 Document Resumes

Public Service Commission of Canada, Ottawa (Ontario).
Pub Date 75
Note—614p.

EDRS Price MF-\$1.08 HC-\$31.10 PLUS POSTAGE

Descriptors—*Cliches, *English (Second Language), *Language Patterns, *Language Research, *Language Usage, *Oral English, *Second Language Learning, Standard Spoken Usage

This four volume study and report was undertaken to aid students of English as a second language by encouraging them to make use of fixed expression (cliche) as a nonliteral filler when speaking. Over 135,000 words of natural language were examined and a range fixed expressions were isolated and placed into the categories of interjection, circumlocution, quantification, emphasis, and officialese. The research shows that first-language speakers use a fixed expression once in every five words, which results in a comfortable familiarity with their own language in everyday speech. It is concluded in this report that fixed expressions must be taught to second-language learners to give them further self-assurance when speaking English. (TS)

ED 101 377 CS 201 838

Jacobsen, Josephine

The Instant of Knowing.

Library of Congress, Washington, D.C.

Pub Date 74

Note—14p.; Lecture delivered at the Library of Congress, May 7, 1973, by Josephine Jacobsen, Consultant in Poetry in English at the Library, 1971-73

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 3016-00021, \$0.35; Price subject to change)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Creative Writing, Literature, National Libraries, *Poetry

This speech discusses some of the general problems and traits of a poet and some of the particular poetry-related events in the life of this particular author. Brief descriptions of a poet's functions and creative energies are given, and the instant of knowing is defined as that particular moment when poets remember in a fresh, exciting way something they already knew. (TS)

ED 101 378 CS 201 839

Knudson, Richard L., Ed.

Emphasis: Composition.

New York State English Council.

Pub Date 74

Note—113p.

Available from—Alan Nelson, Executive Secretary, Union College Humanities Center, Schenectady, New York 12308 (\$2.00)

Journal Cit—The English Record; v26 n1 Entire Issue Winter 1974

EDRS Price MF-\$0.76 HC-\$5.70 PLUS POSTAGE

Descriptors—*Composition (Literary), Creative Writing, Elementary Secondary Education, Language Role, Lesson Plans, *Poetry, Reading Skills, Teaching Methods, Vocabulary, *Writing Skills

This issue of "The English Record," devoted largely to the teaching of composition, includes such articles as "Writing in the Reading Class"; "A Sequence of Writing Tasks for a Composition Elective for Juniors and Seniors"; "An Inquiry into the Composing Process"; "A Spin-off from Kenneth Koch's 'Wishes, Lies, and Dreams'"; "Interdisciplinary Approaches to Teaching Poetry to the Elementary School Child"; "Individualized Instruction and the Rhythmic Claims of Freedom and Discipline"; and "Never Write Like You Talk." "Commonplace Book, Venerable Teaching Tool" discusses the history and advantages of using the journal (or commonplace book) and diary as an educational and writing tool. In "What Is Language Sensitivity?" the changing role and meanings of language and its effects are examined. Other articles related to the teaching of composition include "Techniques and Materials for Improving Reading Skills in Secondary English," "The Elementary Pupil as Textbook Consumer," "On Teaching Augustan Poetry," and "The Handicapped Child in Children's Literature: Themes, Patterns, and Stereotypes." (TS)

ED 101 379

Bolton, Gerre M.

English 5-6, 7-8: Film Study and Film Making.

San Diego City Schools, Calif.

Pub Date [71]

Note—76p.

EDRS Price MF-\$0.76 HC-\$4.43 PLUS POSTAGE

Descriptors—Audiovisual Aids, Course Descriptions, Documentaries, *English Instruction, *Film Production, *Film Study, *Instructional Films, Mass Media, Secondary Education, *Visual Literacy

This one-semester English elective course offered in grades 11 and 12 allows students to examine both classical and modern short films to determine the most effective elements of communication in the medium. The course is divided into two quarters and is further divided into topical sections, i.e., Teaching Poetry through Film, The Film as Visual Poetry, Thematic Approach in Teaching Film, How Man Reacts to His Society as Reflected in Film, and Surrealism. Resources for additional information on film are included in sections such as Films Suitable for Units Organized to Theme, Books That Teach Film Language, A Glossary of Film Language, The Animated Film, and The Documentary Film. The second quarter of the course discusses The Characteristics of Film and Student Film Making, The Teacher's Role in Student Film Making, and A Sequence in Teaching Film Making, and describes the equipment required and a method for evaluation of the students' work in the course. (TS)

ED 101 380

Cusick, Patricia

The Elective Program in Literature.

Pub Date Nov 74

Note—11p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (64th, New Orleans, Nov. 28-30, 1974); Results of two national surveys conducted in spring and fall 1974

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Educational Research, *Elective Subjects, *Literature, *Literature Appreciation, *National Surveys, Secondary Education, Secondary School Teachers

Seven charts contain a summary of information obtained from two national surveys of elective literature programs which were conducted in spring and fall 1974. All persons connected with the program were English teachers or department chairpersons in junior or senior high schools. In the first survey 54 people were contacted and responded to the printed survey and a later telephone interview. In the second survey 34 of the initial 54 persons responded to the survey; there was no followup telephone interview. The purpose of these surveys was to obtain information on classroom practices in the teaching of literature electives in high schools today. Some of the questions asked in the surveys were: Can you give the names of three elective courses in literature that are particularly popular with today's students? Is it still important to cover American literature or British literature per se in the high schools? Do you feel a literature program should attempt to teach reading skills? Can you name any good literary selections which you feel all high school students should meet somewhere in literature courses? It is still important for students to study the genre as well as the selections themselves? (TS)

ED 101 381

Schacht, J. H.

A Bibliography for the Study of Magazines.

Illinois Univ., Urbana. Coll. of Communications.

Pub Date 72

Note—55p.

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—*Annotated Bibliographies, *Editing, Educational Resources, Higher Education, *Instructional Materials, *Journalism, *Periodicals, Reading Materials, Undergraduate Study

Identifiers—University of Illinois
This annotated bibliography contains a list of readings compiled for a course in magazine editing at the University of Illinois. This bibliography includes materials on the history of magazines, advertising in magazines, readership and audience studies, analyses of magazine content, informa-

CS 201 845

tion on magazine circulation, editorial research and its uses, legal aspects of magazine production, and magazine layout and production matters. While this bibliography was intended for use in a college magazine editing course, the materials covered could also be adapted to advanced high school journalism courses on the magazine and the media. The sections on magazine content, advertising in magazines, history, and the law could be especially relevant to scholastic journalism. (RB)

ED 101 382

Resources I—Ideas for English Lessons; A Collection of Practical Suggestions Reprinted from Issues of "English in Australia."

Australian Association for the Teaching of English.

Pub Date 74

Note—66p.

Available from—The Publications Secretary, AATE, 163A Greenhill Road, Parkside, South Australia 5063 (\$1.20 including postage; Australian money)

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—Adult Education, *Class Activities, Classroom Materials, *Educational Resources, Elementary Secondary Education, *English Instruction, *Instructional Materials, Language Arts, *Lesson Plans, Resource Materials

This monograph contains 47 lesson ideas that elementary and secondary English teachers may find useful for classroom activities. Each item describes the aim of the lesson and the grade level and provides suggestions on how to carry out the lesson. Some of the activities suggested include "Advertising a Play," "Write Your Own Obituary," "Studying the Novel through Poetry," "Recognizing a Speaker's Tone," "Book Display for Reluctant Readers," "Public Speaking," "Creative Writing," and "Man and His Earth." Depending on the aims of the lessons, additional instructional materials and reading materials are recommended. This collection of practical suggestions for class activities is reprinted from past issues of "Resources," which appears regularly in "English in Australia." (RB)

ED 101 383

Anderson, James A.

More Thoughts on New Directions in Mass Communication Research.

Pub Date Nov 74

Note—11p.; Paper presented at the Annual Meeting of the Western Speech Communication Assn. (Newport, California, November, 1974)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Communication (Thought Transfer), *Educational Philosophy, Higher Education, *Mass Media, Measurement Instruments, *Media Research, Research Design, Researchers, *Research Methodology, *Research Tools

A clearer understanding of the capacity of research and researchers in the mass communication field is needed. In the past, when statistical researchers have found they cannot meet criteria, they have devised a new set of test characteristics. For example, when validity cannot be measured, researchers measure reliability, despite the fact that reliability is interesting only because it is a necessary component of validity. Mass communication research needs to acquire some new directions, including the development of a library of case studies on human communication behavior and the development of more sophisticated descriptive measures than sex, age, education, and so on. Finally, researchers in mass communication need to declare a moratorium on the uses of semantic differential, Likert-type scales, adjective check lists, shocking devices, and other measurement instruments which so poorly reflect reality. (RB)

ED 101 384

Chartier, Myron R.

Simulation Games as Learning Devices: A Summary of Empirical Findings and Their Implications for the Utilization of Games in Instruction.

Pub Date 73

Note—28p.; Paper prepared for Workshop on Simulation Games, American Baptist Seminary of the West and Holy Names College, Fall, 1973

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

CS 201 848

Descriptors—*Communication (Thought Transfer), *Educational Games, Educational Research, Literature, Reviews, *Simulation, *Speech Education, Teaching Techniques

Simulation games have taken their place in many speech-communication curriculums. This article summarizes the research findings related to simulation games as learning devices according to the general impact of games, the differential impact of games, learning effects related to game variables, and learning effects related to combining simulation games with other learning methodologies. The final section provides seventeen practical suggestions for facilitating simulation games that game users among speech communication teachers may find helpful. (Author)

ED 101 385 CS 500 946
Marine, Don

The Community College Theatre Department: An Administrative Point of Reference.

Pub Date Dec 74

Note—7p; Paper presented at the Annual Meeting of the Speech Communication Association (Chicago, December, 1974)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Community Colleges, *Educational Facilities, Higher Education, *Junior Colleges, *Theater Arts

Identifiers—*Theater Departments

This paper discusses aspects of faculty, administration, departmental structure, curriculum, and production operations of community college theatre departments in general and of Illinois Central College in particular. It contends that the common and revered tenet of community college institutional philosophy is "community service." The importance of this objective governs the pursuits of all departments, pervades course content and methodology, and brings about an unusual appreciation for interdependence among teaching disciplines. There are very few community college theatre departments with a theatre facility entirely to themselves, and unlike most departments in senior institutions, the theatre staff is usually shared with speech and English departments. The paper concludes that the demands of the community and of community college students do stimulate invention on the part of community college teachers. (TS)

ED 101 386 CS 500 947
Hamilton, Philip J. Feazel, Jerry D.

A High School Speech Course Based upon Experimental Activities.

Pub Date Nov 73

Note—11p; Paper presented at the Speech Communication Association (59th, New York City, November, 1973)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Attitudes, *Class Activities, *Communication (Thought Transfer), *Experiments, *Fundamental Concepts, Inquiry Training, Instructional Innovation, Knowledge Level, Oral Communication, Secondary Education, *Speech Education, Speeches

Identifiers—Values Education

A high school speech course has been developed which successfully synthesizes student experimental activities in the classroom with traditional rhetorical concepts to provide both a better perspective on the communication process and improved formal and informal communication. Utilized in the course are the four objectives of the inquiry method of learning: inquiry skill, attitude development, value development, and knowledge. The course consists of an introductory presentation and discussion of one or two models of communication, followed by a series of experiments conducted by student groups in and out of class and by the teacher during class time. Assessment of the course has shown that there are a few limitations or problems but that the positive aspects of the course have resulted in high student effort and interest during the course and greater student communicative behavior and awareness. (JM)

ED 101 387 CS 500 948
Nielsen, Keith E.

Scenario Role-Playing as a Means to Inter-Ethnic Communication.

Pub Date Apr 74

Note—18p; Paper presented at the Annual Meeting of the International Communication Assn. (New Orleans, April 17-20, 1974)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Classroom Communication, Ethnic Groups, *Ethnic Relations, *Experimental Curriculum, Higher Education, *Role Playing, *Sociodrama, Speech Curriculum

Identifiers—*Intercultural Communication

A course was designed to examine the use of role playing as an inter-ethnic communication technique to isolate community and institutionally based ethnic problems unique to a particular situation. Three groups were formed, each group generally composed of 30% Anglo, 30% Black, and 30% Chicano. The educational backgrounds of the individuals in the groups ranged from high school freshman to masters degree level. The ages ranged from 14 years to 52 years, and there was generally an equal number of women and men. Isolation of the ethnic communications problems unique to each class was obtained by use of open-ended discussions. The groups then chose one of the problems and fit it into a role playing scenario context using five criteria: (1) identify the nature of the problem; (2) identify the basic symbolic processes operating within the problem; (3) arrange the problem and its symbolic functions into a scenario; (4) create roles which could be enacted; and (5) use an ethnic aide in creating communication strategies. The resultant data indicate that role playing is effective in creating more understanding of the feelings and needs of the ethnic peoples involved in inter-ethnic communication problems. (TS)

ED 101 388 CS 500 949

Morello, John T.

A Critique of the Alternative-Justification Affirmative Case.

Pub Date Dec 74

Note—14p; Paper presented at the Annual Meeting of the Speech Communication Association (Chicago, December, 1974)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Analytical Criticism, *Debate, *Decision Making, Higher Education, Intercollegiate Programs, *Persuasive Discourse, Speech Instruction, *Theories

Identifiers—*Alternative Justification Approach, Forensics

This paper focuses on the alternative-justification approach to debate, seeks to explore some of the objections to this approach, and considers several of the basic assumptions made by its supporters. The alternative-justification theory of debate is based on the assumption that any given question under debate has a number of affirmative plans and separate justifications. By contrast, a basic historical tenet of intercollegiate debate is that since any issue has two sides, the most effective decision making occurs after both positions are stated, argued, and evaluated. Following a statement and a discussion of each of the six assumptions on which the alternative-justification approach is based, it is concluded that academic debate theory should change but that analytical weaknesses in the alternative-justification case do not justify its addition to debate theory. (RB)

ED 101 389 CS 500 950

Brockriede, Wayne

Coping with Dialectical Tensions.

Pub Date Nov 74

Note—11p; Paper presented at the Annual Meeting of the Western Speech Communication Assn. (Newport Beach, California, Nov. 24-27, 1974)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Cognitive Processes, *Communication (Thought Transfer), *Conflict Resolution, *Decision Making, Decision Making Skills, Language, *Philosophy, Problem Solving, *Rhetoric

This paper discusses some of the central issues involved in philosophizing about rhetoric by raising two primary questions within the context of three traditional branches of philosophy: ontology, axiology, and epistemology. The two questions raised are: What are dialectical tensions in a philosophy of rhetoric? and How does a person try to cope with them? By using a construct of dialectic involving choice but not resolution, an ontological tension concerns the construction of reality through the interaction of certainty and uncertainty. An axiological tension concerns the conflict between polar opposites (i.e., the value

of control vs. the value of choice, the conflict between security and freedom). An epistemological tension involves determining what data is acceptable in pursuing reliable knowledge. A construct of argument is proposed as a method for coping with dialectical tensions. Six characteristics of the construct are: an inferential leap from one belief to the adoption of a new one; a perceived rationale for the leap; a choice among two or more competing claims; a regulation of uncertainty; the risk of confronting one's peers with one's choices; and a frame of reference shared optimally by those who argue. (TS)

ED 101 390 CS 500 952

Friedenberg, Robert V.

Tools of Audience Analysis in Contemporary Political Campaigns.

Pub Date Apr 74

Note—20p; Paper presented at the Southern Speech Communication Association (Richmond, Virginia, April, 1974); A few pages have small type which may give marginal reproducibility

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Audiences, Communication (Thought Transfer), *Elections, Higher Education, National Surveys, Persuasive Discourse, *Political Issues, *Public Opinion, *Research Tools, Statistical Analysis, *Voting

This paper examines two basic tools of audience analysis as they are used in contemporary political campaigning: public opinion polls and interpretations of voter statistics. The raw data used in the statistical analyses reported in this investigation come from national polls and voter statistics provided to Republican candidates running in local elections throughout Ohio in 1972. The conclusions reached in this study were that few aspects of campaign rhetoric have undergone such massive change in recent years as the process of audience analysis; comparatively little attention has been focused on the persuasive practices of local candidates; precinct by precinct breakdowns of voter statistics are an essential tool of audience analysis for local candidates; voter statistics are not as helpful to major candidates who do not operate at the precinct level; issue polls are an essential tool for audience analysis for major candidates; and issue polls are not as helpful to local candidates, who rarely speak on national or statewide issues. (RB)

ED 101 391 CS 500 953

Miller, Keith A. Bahs, Clarence W.

Director Expectancy and Actor Effectiveness.

Pub Date Aug 74

Note—23p; Paper presented at the Annual Meeting of the American Theatre Association (Minneapolis, August, 1974)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Acting, *Dramatics, *Evaluation, *Expectation, Higher Education, *Predictive Validity

Identifiers—Directors (Dramatics)

This study was designed to test the effect of a director's expectation of a good or bad performance by his actors on the judged effectiveness of their performances. Thirty-two actors were randomly chosen from volunteers in an introductory course in communication theory at the University of Wyoming. The eight directors were students in an upper level directing class. Each student directed two scenes: one in which he was led to believe his actors would perform well and one in which he was led to believe his actors would perform poorly. With dialogue, rehearsal time, properties, and talent held constant throughout the study, each scene was videotaped and judged by a panel composed of theatre faculty and graduate students. The results indicate that the director's expectancies affected the performances given by the actors in the direction of those expectancies. It may be possible, therefore, that a director's expectations of an actor's potential talent may itself be, in part, a determinant of that talent. (TS)

ED 101 392 CS 500 954

Fedder, Norman J.

All the Nonsense about Rules for Playwriting.

Pub Date Aug 74

Note—10p; Paper presented at the Annual Meeting of the American Theatre Association (Minneapolis, August, 1974)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Book Reviews, Creative Writing, Higher Education, Instructional Materials, Literary Criticism, *Playwriting

Four books are discussed as being helpful in the teaching of playwriting at the college level: Kenneth Macgowan's "A Primer of Playwriting" (1951); Walter Kerr's "How Not to Write a Play" (1955); Bernard Grebanier's "Playwriting" (1961); and Sam Smiley's "Playwriting: The Structure of Action" (1971). The books are discussed individually and are compared in their treatment of the six major elements of play construction: plot, character, dialogue, theme, genre, and theatricality. Finally, a summary is given of each book's major strengths and weaknesses. (TS)

ED 101 393 CS 500 955

Meyer, Arthur C.

A Survey of Speech Programs in Community Colleges.

Pub Date May 73

Note—239p.; Ph.D. Dissertation, University of Missouri

EDRS Price MF-\$0.76 HC-\$12.05 PLUS POSTAGE

Descriptors—*College Instruction, Communication (Thought Transfer), Doctoral Theses, Educational Research, *Junior Colleges, National Surveys, *School Surveys, *Speech Curriculum, *Speech Education, Speech Instruction

The rapid growth of community colleges in the last decade resulted in large numbers of students enrolled in programs previously unavailable to them in a single comprehensive institution. The purpose of this study was to gather and analyze data to provide information about the speech programs that community colleges created or expanded as a result of the sharp increase in enrollment. Specifically, several aspects of community college speech programs were surveyed: departmental organization, role and function of the chairman, staff, courses, activities, and rationale for the speech program in a community college. Analysis of the data indicates that speech programs are well established as integral parts of community colleges with courses similar to those offered in the first two years of four-year institutions. However, most of these speech programs do not include courses other than those parallel to university courses for students in occupational, continuing education, or remedial curricula. Colleges with 5,000 or more students outranked the smaller colleges in almost every area in which significant differences emerged. Other results and comprehensive recommendations are provided, along with complete statistical data. (TO)

ED 101 394 CS 500 956

Wurtzel, Alan H.

The Electronic Neighbor: A Content Analysis of Public Access Channel Programming on a New York City Cable Television System.

Pub Date 74

Note—25p.; Paper presented at the Annual Meeting of the Speech Communication Association (Chicago, Illinois, December 1974)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Broadcast Television, *Cable Television, *Communication (Thought Transfer), Mass Media, *Media Research, *Programming (Broadcast), *Television Research, Television Viewing

This study systematically analyzed all public access channel programming on a New York City cable television system in an attempt to answer two basic questions: (1) What was the content of the programming for the initial two year period of operation? and (2) What initial directions, if any, did the programming take during the first two-year period? Program content was investigated utilizing content analysis methodology and coding all broadcasts into one of 11 categories: entertainment, news, public affairs, informational, religious, instructional, sports, political, children's, miscellaneous, and experimental art. Program content was determined from a questionnaire which each producer was required to complete when submitting programming for the access channels. The results of the program analysis indicated that (1) there has been a steady increase in both the amount of air time and in the number of programs cablecast on the channels; (2) much of the programming was community oriented; (3)

most of the programming tried to present material which was unavailable to the audience via broadcast television; and (4) the growth pattern for the initial two years suggests that the channels can be a viable medium for communication on a neighborhood level. (TS)

ED 101 395 CS 500 957

Grzyb, Bernard Stanley

Attitude Change in Teachers as a Function of Communicator Credibility, Social Power, and Similarity.

Pub Date 74

Note—191p.; Ed.D. Dissertation, Rutgers University, The State University of New Jersey

Available from—University Microfilms, P. O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 74-27,324; MF-\$5.00, Xerography-\$11.00)

Document Not Available from EDRS.

Descriptors—*Changing Attitudes, Communication (Thought Transfer), Credibility, Doctoral Theses, Educational Research, Higher Education, *Persuasive Discourse, Psychological Studies

This study attempted to relate findings from social psychological research in the area of attitude change with communicator characteristics, and to apply conclusions drawn from this research to influence processes and persuasion within an educational context. Six basic hypotheses were tested employing three experimental groups and a control group. The experimental groups were exposed to a taped persuasive message attributed to three different communicators. Introductions to the messages were varied to render the communicators either high or low in three relevant communicator variables: social power, credibility, or similarity. The content of the messages was determined by the subjects' responses to the pretest questionnaire, with the communicator advocating positions opposed to those expressed by the subjects. Results indicated that subjects in the experimental groups changed their views in the direction of the communication to a significant degree when compared with the control group, but no differences existed among the experimental groups. It was also concluded that the subjects' involvement in the issues raised on the tapes' persuasive message may have produced some resistance to change. (Author/TS)

ED 101 396 CS 500 958

Marsteller, William A.

The Significance of Advertising.

Pub Date Sep 60

Note—13p.; Paper presented at the Annual Meeting of the Illinois State High School Press Association (40th, Urbana, Illinois, September 16, 1960)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Communication (Thought Transfer), *Mass Media, News Media, Propaganda, Publications, *Publicize, *Public Relations, Secondary Education

This pamphlet discusses some of the values and responsibilities of advertising in a free competitive economy. One of the primary objectives of advertising is to communicate truthfully. The laws of the Federal Trade Commission exist to protect the public from wrong and misleading information, but the greatest protection is the hard light of constant exposure. Because of advertising, magazines can be distributed more cheaply and widely, informing people of changes and improvements in their fields of business or interest. Advertising is responsible to the public and can be valuable only when the public makes known its needs. (TS)

ED 101 397 CS 500 959

Ruben, Brent D. Budd, Richard W.

Human Communication Handbook: Simulations and Games.

Pub Date 75

Note—174p.

Available from—Hayden Book Company, Inc., 50 Essex Street, Rochelle Park, New Jersey 07662 (\$6.95, paper)

Document Not Available from EDRS.

Descriptors—*Communication (Thought Transfer), *Game Theory, Group Dynamics, Higher Education, Human Relations, Instructional Materials, *Interpersonal Relationship, *Learning Activities, *Simulation, Teaching Methods

This book provides a basic, interdisciplinary framework for thinking about human communication, and contains a collection of carefully selected and ordered experience-based learning activities designed to clarify the communication process. The 24 chapters cover aspects of communication in a number of disciplines, including anthropology, art, economics, linguistics, psychology, history, journalism, zoology, and education. Works of scholars from these diverse fields are incorporated in this book in an effort to arrive at a broader definition of the concept of communication, to sketch the dimensions of the range of the area for study, and to discuss the problems and potential for future progress in communication. The book is divided into four parts which provide an overview of personal communication, social communication, communication systems, and tools and guides useful in recording observations about communication. Dispersed throughout the book are various simulations, games, and exercises designed to teach students the dynamics of interpersonal, small group, organizational, and mass communication. (RB)

ED 101 398 CS 500 960

Perkins, Terry M.

The Enthymeme and the Rational Judge.

Pub Date Jun 74

Note—23p.; Paper presented at the Annual Meeting of the Western Speech Communication Association (Newport Beach, California, November 1974)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Cognitive Processes, Educational Research, Higher Education, *Logic, *Logical Thinking, Productive Thinking, *Rhetoric, Thought Processes

Identifiers—*Enthymeme

This paper attempts to show that the significant difference between the enthymeme and the dialectic syllogism rests on the similarity of purpose of both dialectic and rhetoric, and on the differences in the respondents to which they address themselves. To support this thesis, the author reviews several contemporary approaches which have dealt with the enthymeme and develops an analysis of the essential requirements of dialectic and rhetoric which affect the characteristics of their respective syllogisms. The author predicts four essential characteristics of the enthymeme based on an assumption made by Aristotle that the rhetorical respondent, still untrained in the assessment of arguments, still has an innate understanding and preference for logical reasoning. The four characteristics are: (1) it must be short, simple, and to the point; (2) to accomplish this, the rhetorician must make use of common knowledge and draw obvious conclusions; (3) since one is arguing from propositions with which the auditor is already familiar, the enthymeme may be stylistically modified; (4) this modified argument has greater persuasive impact than the arguments developed by the educated man. (TS)

ED 101 399 CS 500 961

Culley, James D.

Perceptions of Children's Television Advertising: An Empirical Investigation of the Beliefs and Attitudes of Consumer, Industry, and Government Respondents.

Pub Date Nov 74

Note—12p.; Paper presented at the National Meeting of the Association for Consumer Research (Chicago, November 8-9, 1974)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Attitudes, *Children, College Students, Consumer Economics, Government (Administrative Body), Government Employees, Industrial Personnel, *Investigations, *Publicize, *Television

This paper summarizes the findings of a study investigating the beliefs and attitudes of six key respondent groups regarding issues surrounding television advertising and children. The six groups included in the study are spokesmen for Action for Children's Television (ACT); the presidents and top executive officers of advertising agencies creating and producing children's television commercials; top executives in companies advertising heavily on children's television programs; members of the Federal Trade Commission, members of the Federal Communication Commission, and key members of Congress; college students; and

adult members of the general public. The paper reports respondent attitudes toward (1) increased regulation, (2) self-regulation and government regulation, (3) the techniques used in children's television commercials on children, and (4) the future of children's television advertising. (Author)

ED 101 400 CS 500 962
Corley, Diana

The Introductory Course in Speech Communication in the State of Illinois.

Pub Date Nov 74

Note—17p.; Paper presented at the Annual Meeting of the Illinois Speech and Theatre Association (Peoria, Illinois, November 1974)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Communication (Thought Transfer), *Course Content, Course Organization, *Educational Research, Higher Education, Instructional Materials, *Speech Instruction, *State Surveys, *Teaching Methods, Trend Analysis, Undergraduate Study
Identifiers—Illinois

This study was designed to discover content, teaching methods, organization, and trends occurring in introductory courses in speech communication in Illinois junior colleges, colleges, and universities. One hundred and thirty-five questionnaires were mailed to the department chairperson or coordinator of fundamentals of each college in Illinois offering A.A., A.S., B.A., B.S., and B.F.A. degrees. The study concluded that a large number of colleges and universities in Illinois which offer undergraduate degrees also offer a basic course in speech communication which is required either for all students or for specific major fields; generally, the content appears to be a combination of communication theory and oral performance rather than being primarily oriented toward public speaking; the most widely used textbooks reflect the theoretical and oral performance emphasis; and the instructors are optimistic about maintaining enrollment. (RB)

ED 101 401 CS 500 963
Ardoin, Birthney Hall, James L.

An Analysis of Soviet and Chinese Media Broadcasts Concerning U.S. Involvement in the Vietnam War.

Pub Date Apr 74

Note—15p.; Paper presented at the Annual Meeting of the Southern Speech Communication Association (Richmond, Virginia, April 1974)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Attitudes, *Changing Attitudes, Foreign Relations, Mass Media, *Press Opinion, *Propaganda, War
Identifiers—China, Union of Soviet Socialist Republics

In order to discover whether there were any differences in negative attitude intensity between the Soviets and Chinese toward United States involvement in the Vietnam war, the Soviet and Chinese English language media broadcasts concerning United States war participation were subjected to a content analysis. The focus of the study was on two contrasting periods of the war: during its height in 1968 and during 1973, a year of unprecedented change in relations between the United States and China. Contents of broadcasts on 80 days, 20 each from the first and last quarters of the two years, were coded and analyzed. Results showed that the intensity of negative assertions was greater during 1968 and that those from China were more intense. While both countries relied on news events as sources, Russian propaganda used argumentative logic as well as emotional appeals, and Chinese propaganda relied on a more vehement, emotional name-calling tactic. (Tables of findings are included.) (JM)

ED 101 402 CS 500 964
Falcione, Raymond L.

The Factor Structure of Source Credibility Scales for Immediate Superiors in the Organizational Context.

Pub Date Apr 74

Note—21p.; Paper presented at the Annual Meeting of the International Communication Association (New Orleans, Louisiana, April 1974)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Administrative Personnel, *Credibility, Higher Education, Human Relations, *Interpersonal Relationship, *Organizational Communication, Research
Identifiers—*Communication Research, Organizational Research

This study reports on two investigations designed to determine the generalizability of source credibility scales for immediate superiors across organizational contexts. Semantic differential-type scales that have been found to load on factors of source credibility in previous studies were combined to provide an item pool for this investigation. In the first investigation, three groups of subjects were asked to respond to these scales as they referred to their immediate superior. Subjects were drawn from private industry, the Civil Service Commission, and the Department of the Navy. In the second investigation, 40 scale items were drawn from the original item pool and submitted to subjects across four organizations: private industry, Civil Service Commission, Navy Department, and retail outlets. The results of the study indicate that there are four meaningful and statistically independent dimensions for the measurement of the source credibility of immediate superiors in an organizational setting. (Author)

ED 101 403 CS 500 965
Fallon, Richard G.

The Administration and Operation of a Year-Round Professional, Resident Repertory Theatre Company as a Division of a University Theatre Program.

Pub Date Aug 74

Note—15p.; Paper presented at the Annual Meeting of the American Theatre Association (Minneapolis, Minnesota, August 1974)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Acting, *Community Involvement, Drama, Educational Programs, Elementary Secondary Education, *Financial Support, Higher Education, State Universities, *Theater Arts, Theaters
Identifiers—*Asolo State Theatre Company, Florida

The Asolo State Theatre Company and Florida State University, operating together, provide a professional repertory theatre company, professional theatre training, a laboratory for theatre-related research, and a resource both for innovative teaching in the public schools and for undergraduate training in the humanities. Begun in 1960, this operation has grown from a summer student company to a year-round professional theatre company plus 19 full-time faculty members in the School of Theatre in 1974. Since the Asolo was designated the State Theatre of Florida in 1965, the state, the university, and the community have shared in the necessary financial subsidy, with additional support coming from the National Endowment for the Arts and other agencies. This is a highly successful operation which can serve as an example for the establishment of other similar theatre programs. (JM)

ED 101 404 CS 500 967
Lashbrook, William B. Lashbrook, Velma J.

The Assessment of Source Credibility as a Function of Information Seeking Behavior.

Pub Date Apr 74

Note—17p.; Paper presented at the Annual Meeting of the Southern Speech Communication Association (Richmond, Virginia, April 1974)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—College Students, *Communication (Thought Transfer), *Credibility, *Educational Research, Higher Education, Human Relations, *Information Seeking, Information Theory, *Interpersonal Relationship, Research Methodology, Research Tools

This paper reports on the results of two empirical studies which attempt to cast the source credibility variable in communication into a human information processing paradigm. The subjects for the studies were college students in an introductory communication course. The first study deals with the degree to which the processes of source credibility assessment and information seeking behavior can be considered to be structurally isomorphic. The second study seeks support for the proposition that more information is processed for and about perceived high credible persons than those with perceived lower

credibility. Taking both cited studies into account, directions for additional research are offered. (Author/RB)

ED 101 405 CS 500 968
Ross, Billy I., Ed. Hileman, Donald G., Ed.

Advertising Programs in United States Colleges and Universities: Where Shall I Go to College to Study Advertising?

Advertising Education Publications, Lubbock, Tex.

Pub Date 74

Note—32p.

Available from—Advertising Education Publications, 3429 55th Street, Lubbock, Texas 79413 (\$0.35)

Document Not Available from EDRS.

Descriptors—*College Choice, *College Programs, Higher Education, *Journalism, *Publicize, *Undergraduate Study

Designed to help high school students interested in a career in advertising select a college or university, this booklet lists those schools where a program in advertising education is offered and presents some of the pertinent data about their programs. A long letter written by Leo Burnett to a high school student interested in a career in advertising offers advice on preparing for and securing such a career. The colleges and universities offering programs are listed by state with information provided on the degrees offered, type of program, faculty, financial assistance, entrance requirements, and costs. (TO)

ED 101 406 CS 500 970
Daly, John A.

Communication Apprehension: A Preliminary Bibliography of Research.

Pub Date May 74

Note—18p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Anxiety, *Bibliographies, *Communication (Thought Transfer), *Communication Skills, Higher Education, Interpersonal Relationship, Psychological Patterns, *Research, Self Concept, Speech Skills
Identifiers—*Communication Apprehension

This 243-item bibliography represents a preliminary step in the collection and synthesis of research in communication apprehension. No qualitative criteria were used in the selection of items for this bibliography, except that the item had to deal with apprehension as a major part of the report. Basic texts that mention apprehension but that do not extend either the theoretical or empirical knowledge of the area were excluded. Works concerning reticence, stage fright, speech anxiety, and similar constructs, whether directed toward public speaking or the interpersonal context, were included. Also included were listings of materials relevant to apprehension of writing. (Author/RB)

ED 101 407 CS 500 971
Zarefsky, David

Changing Concepts in Forensics.

Pub Date Dec 74

Note—8p.; Paper presented at the Annual Meeting of the Speech Communication Association (Chicago, Illinois, December 1974)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Communication (Thought Transfer), Debate, *Models, Speech Education, *Theories
Identifiers—*Forensics

This paper discusses five theoretical concepts in general and two theoretical models in particular that are involved in forensics. The five concepts are: (1) causation, an inquiry into the reasons for ongoing processes or problems; (2) inherency, the division of a universe into its necessary features and its accidental features; (3) presumption, a concept which functions against the proposition; (4) burden of proof, the converse or presumption; and (5) prima facie case, a case whose form consists of a sequential examination of the "stock issues." The theoretical models discussed are the legislative model and the truth-testing model. (TS)

ED 101 408 CS 500 972
Sproule, J. Michael

The Psychological Burden of Proof: Or, Deviations from Whately's Theory of Presumption in Modern Texts on Argumentation and Debate.

Pub Date Dec 74

Note—29p.; Paper presented at the Annual Meeting of the Speech Communication Association (Chicago, Illinois, December 1974)

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Communication (Thought Transfer), *Debate, *Persuasive Discourse, Psychology, *Rhetoric, *Speech Education, *Theories

Identifiers—*Whately (Richard)

This paper argues that the concept of presumption and burden of proof as developed in twentieth century argumentation texts is distinct from the theory developed and perfected by Whately in his "Elements of Rhetoric." The first section of this paper reviews the concepts of presumption and burden of proof as described by Whately, examining how the theory evolved and became more psychologically based. The second section reviews the development of presumption and burden of proof in 26 argumentation texts, showing how presumption is treated with either nonexistent or circumscribed attention to the psychological aspects of presumption. It is concluded from a comparison of Whately's theory to the applications of these concepts in twentieth century argumentation and debate texts that the assumed relationship between the two is generally not valid. (TS)

ED 101 409 CS 500 973

Gottliffe, Harvey

Mass Communications in Israel: A Bibliography of Articles, Pamphlets, and Books Written in English.

Pub Date Dec 74

Note—23p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Bibliographies, Broadcast Industry, Censorship, *Communication (Thought Transfer), Higher Education, Information Utilization, *Journalism, *Mass Media, Propaganda, Publications, Publicize

Identifiers—*Israel

This bibliography on mass communications in Israel contains articles, pamphlets, and books written in English covering the areas of advertising, Arab mass communications, broadcast authority, censorship, culture and communication, film, press and propaganda, publishing writers, radio, commercial and educational television, and the theatre arts. Additional sources for data and general information on the mass communications in Israel are appended. (RB)

ED 101 410 CS 500 974

Kirste, Kenneth K. Monge, Peter R.

Proximity: Location, Time, and Opportunity to Communicate.

Spons Agency—Office of Naval Research, Washington, D.C.

Pub Date Nov 74

Note—19p.; Paper presented at the Annual Meeting of the Western Speech Communication Association (Newport Beach, California, November 1974)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Computer Programs, Higher Education, *Human Relations, *Interpersonal Relationship, Measurement Instruments, *Organizational Communication, *Research Methodology, *Research Tools, Social Relations

Identifiers—Communication Research, *Proxemics, PROXVAL

Traditional measures of proximity all share three common weaknesses: (1) they are based on ratio-level measurement of physical distance that may not correspond to "psychological distance"; (2) they measure distance as a fixed rather than variable quantity; and (3) they measure distance between pairs of individuals rather than larger groups of people. A conceptualization of proximity which attempts to deal with these problems for use in large organizations is developed in this paper. Proximity is defined as the probability of people being in the same location at the same point in time, that is, as an opportunity for face-to-face communication made possible by time and space. It is operationalized as a mean joint probability among all people in the organization. A computer program, PROXVAL, which was developed to calculate the required quantities, is described. Initial attempts at pilot testing the procedure are reported. (Author)

ED 101 411

Tade, George T.

The Modern Tower of Babel and the Speech Teacher's Responsibility.

Pub Date Oct 74

Note—12p.; Paper presented at the Annual Meeting of the Texas Speech Communication Association (Houston, Texas, October 1974)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Cognitive Objectives, Communication (Thought Transfer), *Educational Objectives, Educational Theories, *Interdisciplinary Approach, *Speech Education

Addressed primarily to teachers of speech communication, this paper suggests further emphasis on three important aims of education. The first objective is the development of an educational focus which stresses the unitary nature of knowledge, making speech courses more interdisciplinary. The second objective is the appropriate use of new knowledge by the appraisal of evidence, the drawing of inferences, and the probing of alternatives. The third objective is the development of the ability to think critically about what is known in order to avoid error and misjudgment. It is concluded that teachers of speech have a unique opportunity to stress the humanity of education and to prepare students for their collective future. (TS)

ED 101 412

Booth, James L.

Behavioral Objectives: A Review of Theoretical Positions and Empirical Evidence and an Investigation of the Effects of Two Types of Instructional Objectives of Student Achievement and Attitude in a Basic Speech Communication Course.

Pub Date Dec 74

Note—36p.; Paper presented at the Annual Meeting of the Speech Communication Association (Chicago, Illinois, December 1974)

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—*Behavioral Objectives, Communication (Thought Transfer), *Educational Objectives, Educational Research, Higher Education, *Speech Education, *Speech Instruction, *Student Development, Theories

Defining behavioral objectives as the operational statements of behavior which a student is expected to demonstrate at the end of a course, this paper examines the state of behavioral objectives in speech instruction, reviews theoretical positions and empirical evidence regarding the use of behavioral objectives in instruction, and reports on the findings of a study which utilized behavioral objectives in a basic speech communication course. The purpose of the study was to determine if communication of behavioral objectives affected student achievement and attitude. Twenty instructors and 417 students, representing 20 class sections of the basic speech communication course at a midwestern university, served as subjects. Nine instructional objectives based on three assigned chapters in the required textbook were investigated over a period of three weeks, using two instruments to test the hypotheses of the study. A content test was devised by the researcher to measure overall student achievement, and subscales of this test were used to measure achievement at different levels of cognitive learning. The results of this study supported the contention that behavioral objectives have a positive, facilitative effect on student achievement. (TS)

ED 101 413

Sawyer, Richard W.

Summaries, Conclusions, Recommendations from a Survey of the Status of Secondary School Theatre in Maine.

Pub Date 73

Note—13p.; Summary of M.A. Thesis, University of Maine

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Cocurricular Activities, *Curriculum, *Dramatics, *Educational Programs, School Surveys, Secondary Education, State Surveys, Teacher Education, *Theater Arts

Identifiers—Maine

This study is a quantitative descriptive survey of the character and scope of Maine high school curricular and cocurricular theatre education. A

CS 500 975

two-part questionnaire was mailed to the principal and the teacher most directly concerned with programs in theatre of all Maine public and private high schools in the fall of 1972. Sixty-one percent of all Maine high schools responded. The most notable findings of the study are that most of the high schools responding (96 percent) put on plays and that half offer at least one specific course in theatre. In addition, it was discovered that no more than one fourth of the teachers now teaching and/or directing theatre programs have earned more than 12 college credit hours in theatre subjects and that 40 percent have had no formal preparation in production-oriented courses. Notable findings of the comparison between the Maine profile and the national profile (by J.L. Peluso) are that teacher training is only slightly better throughout the nation, more specific courses are offered per school in Maine, attitudes of Maine principals are more favorable toward theatre programs, plays produced in Maine are financially more independent, and one-act plays in Maine and full-length plays in the nation are most popular. (Author/JM)

EA

ED 101 414

95

EA 005 883

Schofield, Dee

Conflict Management in Education. NAESP School Leadership Digest Series, Number 10. ERIC/CEM Research Analysis Series, Number 12.

National Association of Elementary School Principals, Washington, D.C.; Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 75

Contract—OEC-0-8-080353-3514

Note—32p.; A related document is EA 005 882. Available from—National Association of Elementary School Principals, 1801 North Moore Street, Arlington, Virginia 22209 (\$2.50, single copy; \$24.00 plus postage, series of 13 reports)

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—*Conflict, *Conflict Resolution, Dissent, Educational Administration, Elementary Secondary Education, *Interpersonal Relationship, Organizational Effectiveness, Organizational Theories, School Administration, *School Community Relationship, Social Problems, Social Psychology, Student School Relationship, *Teacher Administrator Relationship, Values

Identifiers—*Conflict Management

Since the school administrator cannot avoid conflict, it is imperative that he or she be prepared to cope with it when it arises and, if possible, before it develops. More than simple coping with conflict, an administrator needs to know how to channel conflict toward constructive ends. Conflict theory is given primary attention in this paper in order to provide school administrators with a conceptual framework within which to analyze the conflict-laden events and situations that arise in daily administration. It is essential that administrators be apprised of the complex nature of conflict and of its underlying dynamics, so that they come to see opponents not as enemies but as fellow human beings subject to the same forces that they themselves are subject to. (Author/WM)

ED 101 415

95

EA 006 465

Participative Decision Making. The Best of ERIC Series, Number 7.

Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Mar 75

Contract—OEC-8-080353-3514

Note—5p.

Available from—ERIC/CEM, University of Oregon, Eugene, Oregon 97403 (Free)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Annotated Bibliographies, *Conflict, *Decision Making, Decision Making Skills, Elementary Secondary Education, Governance, Job Satisfaction, Par-

participant involvement, *Participation, Principals, School Administration, Student Participation, *Teacher Administrator Relationship, Teacher Participation

The 21 sources in this annotated bibliography— all of which are in the ERIC system—represent a wide range of thought on the pros, cons, and methods of involving various groups of people in the school's decisionmaking process. The bulk of the articles and documents are concerned with the desire of teachers and students to be included in decisionmaking and with administrator responses to this desire. Discussion of the often overlooked controversy over the inclusion of principals in district-wide decisionmaking is also included. (Author)

ED 101 416 EA 006 680
Guthe, Carl E.

So You Want a Good Museum. A Guide to the Management of Small Museums.

American Association of Museums, Washington, D.C.

Pub Date 73

Note—43p.; Reprint of the 1957 edition issued as New Series, No. 17 of American Association of Museums publications

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—*Administrative Organization, *Administrator Guides, Administrator Qualifications, Cataloging, Community Support, Documentation, Educational Objectives, Facility Inventory, Financial Support, *Museums
Identifiers—Collections

This pamphlet seeks to answer most of the questions and correct some of the mistakes the author encountered during a first-hand study of conditions in over 100 small museums. The pamphlet is a short presentation of the fundamental elements of good museum management, with clarifying comments for those least familiar with museum work. The main subject headings are collections, organization, administration, and activities. A suggested reading list concludes the guide. (Author/MLF)

ED 101 417 88 EA 006 684
Hannon, Joseph P. And Others

SIMU-School: The Chicago Component. A Definition, Tasks, Staffing Reference Paper. Research Report No. 1.

Chicago Board of Education, Ill. Dept. of Facilities Planning.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Bureau No—BR-71-7619

Pub Date Oct 71

Grant—OEG-5-71-0078(290)

Note—19p.; A related document is ED 090 676
EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Educational Facilities, Educational Objectives, *Educational Planning, Elementary Secondary Education, Facility Improvement, *Facility Planning, *Facility Utilization Research, *Models, School Improvement
Identifiers—Chicago, Elementary Secondary Education Act Title III, ESEA Title III, Project SIMU School

This report describes the plans and objectives of a project to improve school facilities planning by investigating alternative planning strategies and training selected educational planners from around the U.S. During the first year of the project, emphasis will be placed on basic research into the process of educational facilities planning. Results of this investigation will be used to develop and field test an operational simulation model during the second year. Activities during the third year will include disseminating the more effective planning models developed during the project and training a selected group of facility planners from across the country. Later sections of the report list project staff members and specific activities planned for the first year of the project. (Author/JG)

ED 101 418 EA 006 691
The Administrative Structure of Louisiana's Public Educational System. Bulletin No. 1253.

Louisiana State Dept. of Education, Baton Rouge.

Report No—Bull-1253

Pub Date 73

Note—67p.

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—Administrator Guides, Administrator Responsibility, Boards of Education, Educational Legislation, *Educational Policy, *Organization, Policy, *Public School Systems, School Superintendents, *State Boards of Education, *State Departments of Education, State School District Relationship, State Standards
Identifiers—*Louisiana

Outlined here is the organizational structure of the Louisiana public school system, including the relationship between the governor and the legislature and between boards of education and the State superintendent of education. Various sources of funding and other financial assistance are noted. The qualifications, duties, and rewards of members of the State board of education, the State superintendent of public education, and the State department of education are detailed. The guiding principles for determining the functions and services of the State department of education are presented, along with some of the responsibilities, powers, and duties of parish school boards. (WM)

ED 101 419 EA 006 695
Equipment Guide for On-Site School Kitchens. Program Aid No. 1091.

Food and Nutrition Service (DOA), Washington, D.C. Div. of Child Nutrition.

Pub Date Jul 74

Note—94p.; Supersedes PA No. 292

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402

EDRS Price MF-\$0.76 HC-\$4.43 PLUS POSTAGE

Descriptors—Dining Facilities, Dishwashing, *Equipment Standards, *Facility Guidelines, *Facility Requirements, *Food Handling Facilities, Lunch Programs, Performance Specifications, *School Planning, Space Classification

This guide is designed to assist Federal and State agencies, local school authorities, and other personnel concerned with planning or equipping school food service facilities. The document indicates the minimum quantity of equipment needed to efficiently operate a school food service by specifying the type, size, and quantity of equipment required for various size operations ranging from 100 to 1,500 Type A lunches per day. In addition, it identifies the facilities required at work stations, lists desirable equipment features, and includes representative layouts of individual equipment. Planners are advised that because of the many variables associated with food service, judgment should be exercised in selecting equipment. In addition, when one is maintaining or expanding food service operations, he should keep in mind that equipment should be compatible with the existing food service equipment and should meet the State and local health, fire, and safety codes. (Author/MLF)

ED 101 420 EA 006 697
Catanese, Anthony James

Systemic Planning: An Annotated Bibliography and Literature Guide. Exchange Bibliography No. 91.

Council of Planning Librarians, Monticello, Ill.

Pub Date Jul 69

Note—15p.

Available from—Council of Planning Librarians, P.O. Box 229, Monticello, Illinois 61856 (\$1.50)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Annotated Bibliographies, Bibliographies, Cybernetics, Decision Making, Literature Guides, *Management Systems, *Planning, Program Planning, Systems Analysis, *Systems Approach
Identifiers—*Systemic Planning

Systemic planning is an operational approach to using scientific rigor and qualitative judgment in a complementary manner. It integrates rigorous techniques and methods from systems analysis, cybernetics, decision theory, and work programming. The annotated reference sources in this bibliography include those works that have been most influential in the development of the theory of systemic planning. Other references provide a general guide to the literature of systems analysis, cybernetics, decision theory, and work programming for persons interested in pursuing the most important readings in these areas. (Author/WM)

ED 101 421 EA 006 698

Clark, Robert A.

Selected References on Land Use Inventory Methods. Exchange Bibliography No. 92.

Council of Planning Librarians, Monticello, Ill.

Pub Date Jul 69

Note—18p.

Available from—Council of Planning Librarians, P.O. Box 229, Monticello, Illinois 61856 (\$1.50)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Bibliographies, Classification, *Data Processing, *Facility Planning, Geographic Location, *Information Systems, *Land Use, Maps, Methods, Transportation, Zoning
Identifiers—Inventory Methods

This bibliography attempts to pull together the land use methodology techniques that have been evolving in major transportation studies and developing in conventional planning agencies. In a commentary preceding the 83 references, the author discusses the state-of-the-art of land use methodology. The major components of a land use inventory are identified as: place, or some form of geographic identification; a measure of quantity or intensity, such as area of the parcel; and classification of the land use or activity through a coding system. (Author/MLF)

ED 101 422 EA 006 699
Hagevik, George

Planning for Environmental Quality. Exchange Bibliography No. 97.

Council of Planning Librarians, Monticello, Ill.

Pub Date Sep 69

Note—14p.

Available from—Council of Planning Librarians, P.O. Box 229, Monticello, Illinois 61856 (\$1.50)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Air Pollution Control, *Bibliographies, Conservation (Environment), Cost Effectiveness, Ecological Factors, Ecology, *Environmental Criteria, *Environmental Influences, *Planning, Public Policy, *Quality Control, Standards, Systems Analysis, Waste Disposal, Water Pollution Control

This is a survey bibliography designed to familiarize those interested in planning with the problems, issues, institutional contexts, and substantive content of the broad area of planning that affects aspects of the physical environment whose modification by man has significant effects on social welfare. The bibliography is organized in three parts: (1) the nature of the decisionmaking milieu and process, (2) various approaches to this milieu and process, and (3) the examination of specific environmental problems. (Author/MLF)

ED 101 423 EA 006 700
Kaufman, Jerome L.

Current Trends in Planning and Their Effect on Planning Literature. Exchange Bibliography No. 101.

Council of Planning Librarians, Monticello, Ill.

Pub Date Oct 69

Note—8p.; Paper presented at Council of Planning Librarians Annual Conference (10th, Cincinnati, Ohio, April 19, 1969)

Available from—Council of Planning Librarians, P.O. Box 229, Monticello, Illinois 61856 (\$1.50)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Information Dissemination, *Information Utilization, *Literature, *Planning, *Trend Analysis

It doesn't matter much whether a planning trend produces a large or small volume of literature; what matters is the probable half-life of the trend, that is, how long the ideas will last. To the planner, the longer the half-life of the trend, the more significant is the trend. (Author/WM)

ED 101 424 EA 006 701
Ganberg, Herbert

The Escape from Power: Politics in the American Community. A Monograph and Selected Bibliography. Exchange Bibliography No. 106.

Council of Planning Librarians, Monticello, Ill.

Pub Date Nov 69

Note—64p.

Available from—Council of Planning Librarians, P.O. Box 229, Monticello, Illinois 61856 (\$6.00)

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—*Bibliographies, *City Government, Decision Making, Democratic Values, Models, Political Influences, Political Issues, *Political Power, *Politics, *Power Structure
 Identifiers—Illinois, Peoria

Rather than accept present theoretical approaches to the study of community political power as a basis for developing new theory, this monograph examines the saliency of the approaches themselves. By considering what kinds of data and questions are excluded by Hunter's "repute analysis" technique and Dahl's "issue analysis" approach, the author develops a new model for studying community political power. This model is then used to study the structure and processes of power in Peoria, Illinois. The author also discusses the importance of value systems in studying local politics and proposes a set of values that defines and circumscribes the system of power. The final section of the monograph provides an overview of power in the American community and offers a number of propositions for further research. (Author/JG)

ED 101 425 EA 006 702

Cherukupalle, Nirmala devi
 Application of Multivariate Statistical Methods to Urban and Regional Planning. Exchange Bibliography No. 136.

Council of Planning Librarians, Monticello, Ill.

Pub Date Jun 70

Note—14p.

Available from—Council of Planning Librarians, P.O. Box 229, Monticello, Illinois 61856 (\$1.50)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Analysis of Covariance, Analysis of Variance, *Annotated Bibliographies, *Bibliographies, *City Planning, Cluster Analysis, Correlation, Discriminant Analysis, Factor Analysis, Multiple Regression Analysis, *Regional Planning, Social Sciences, *Statistical Analysis

This bibliography contains works that illustrate and apply multivariate statistical methods in the analysis of empirical data in the field of urban and regional planning. The bibliography has been designed for use by planning students and the professional planner. The first section of the bibliography lists some elementary and intermediate level textbooks. These provide an introduction to statistics for the reader who is unfamiliar with the concepts that are discussed in the later sections. The remaining items are classified by method of analysis. When considered relevant, a brief annotation has been appended to the citation. (Author/DN)

ED 101 426 EA 006 703

Whitaker, William H.

Social Movements: A General Annotated Bibliography. Exchange Bibliography No. 141.

Council of Planning Librarians, Monticello, Ill.

Pub Date Jul 70

Note—5p.

Available from—Council of Planning Librarians, P.O. Box 229, Monticello, Illinois 61856 (\$1.00)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Annotated Bibliographies, Educational Resources, *Reference Materials, *Social Change, *Social Problems, Sociocultural Patterns, Sociology

This bibliography lists major sociological and social-psychological works on social movements in general. Reports of specific movements or episodes have been excluded, except where they have broad sociological implications. The citations are listed alphabetically by author. (Author/JG)

ED 101 427 EA 006 704

Blumenfeld, Hans

The Trend to the Metropolis: Bibliography. Exchange Bibliography No. 144.

Council of Planning Librarians, Monticello, Ill.

Pub Date Aug 70

Note—11p.

Available from—Council of Planning Librarians, P.O. Box 229, Monticello, Illinois 61856 (\$1.50)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Bibliographies, City Planning, City Problems, Economic Development, Economics, Population Growth, *Urban Areas, *Urban Environment, *Urban Immigration, *Urbanization, Urban Population
 Identifiers—*Canada

This bibliography on urbanization is divided into two sections. The first section contains articles pertaining to urbanization in Canada; the second section contains non-Canadian items. Topics covered include rural-urban migration, employment, urban environment, public finance, city problems, economic development, urban planning, population change and growth, industrial location, social mobility, and theories of urbanization. (DN)

ED 101 428 EA 006 705

Kinton, Jack F.

The American Community: A Multidisciplinary Bibliography. Exchange Bibliography No. 151.

Council of Planning Librarians, Monticello, Ill.

Pub Date Sep 70

Note—56p.

Available from—Council of Planning Librarians, P.O. Box 229, Monticello, Illinois 61856 (\$5.50)

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—*Bibliographies, City Improvement, *City Planning, Community Characteristics, *Community Development, Community Organizations, Community Planning, Community Problems, Community Study, Local History, *Reference Materials, Rural Environment, Rural Population, *Urban Culture, Urban Environment, Urbanization

This is an extensive bibliography of publications dealing with the quest for community in the United States. Listed are publications from a number of academic disciplines, including anthropology, sociology, history, political science, architecture, and city and regional planning. The largest section is devoted to books, which are listed alphabetically by author. Each entry is preceded by one or more code letters that indicate which of 20 specific topics are most relevant to the book. Following the book section are two short sections; one lists major periodicals that often contain articles on theory, the community, or urbanization and one lists applied professional publications on the community or urban and municipal affairs. Other lists cover periodicals that are recommended for regular reading, academic periodicals that devote entire issues to urban life, and urban studies research centers throughout the U.S. (JG)

ED 101 429 EA 006 706

Williams, Hugh E.

General Systems Theory, Systems Analysis, and Regional Planning: An Introductory Bibliography. Exchange Bibliography No. 164.

Council of Planning Librarians, Monticello, Ill.

Pub Date Dec 70

Note—33p.

Available from—Council of Planning Librarians, P.O. Box 229, Monticello, Illinois 61856 (\$3.00)

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—*Annotated Bibliographies, City Planning, Decision Making, *Models, Planning, *Regional Planning, *Systems Analysis, *Systems Approach

This bibliography suggests a number of introductory readings that will enable regional and urban planners to understand the systems approach. The main focus of the research study that gave rise to this review of the literature was on establishing ways in which decisionmakers in regional planning could be helped in making their choices. The bibliography is divided into six sections. These sections present references on the systems approach to regional planning, systems analysis, design and the planning process, general systems theory, models, and mathematical and technical background sources. In the majority of subsections, one or two of the references are annotated. The reader who studies at least one of the annotated references from each subsection will develop a broad and rigorous base on which to build his knowledge. The extra references in each section provide guidelines for those who wish to fill out their knowledge of particular aspects of the field. (Author/DN)

ED 101 430 EA 006 707

Hebert, Budd H. Murphy, Elaine

Network Analysis: A Selected Bibliography.

Exchange Bibliography No. 165.

Council of Planning Librarians, Monticello, Ill.

Pub Date Dec 70

Note—31p.

Available from—Council of Planning Librarians, P.O. Box 229, Monticello, Illinois 61856 (\$3.00)

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—*Bibliographies, Efficiency, *Graphs, Mathematical Applications, *Mathematics, *Networks, Operations Research, Research, *Topology

Identifiers—Graph Theory, *Network Analysis

This bibliography presents a series of studies that focus on the topic of networks and on the manner in which they have been considered in the literature. Each section of the bibliography provides a working set of references for one of the five major areas of research in which network analysis has been used. The first section deals primarily with specifying the physical structure of networks. Theoretical work describing various relationships between nodes and arcs are listed as well as more empirical work that has utilized and extended this initial body of theory. The second section presents material dealing with the general problem of optimizing flows through a given network. The third section considers theoretical work that has been done to enumerate the total number of possible graphs of a system, given a set of nodes and a set of arcs. The fourth section looks at applied studies that use the theory of graphs in an attempt to derive "optimal" networks. Finally, the last section presents a series of studies that deal with the problem of seeking optimal routes through a network. (Author/DN)

ED 101 431 EA 006 708

Martin, Larry R. G.

The Examination of Real Property Tax Exemptions: An Example of Land Use Planning for Fiscal Gain. Exchange Bibliography No. 172.

Council of Planning Librarians, Monticello, Ill.

Pub Date Jan 71

Note—36p.

Available from—Council of Planning Librarians, P.O. Box 229, Monticello, Illinois 61856 (\$3.50)

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—*Annotated Bibliographies, Bibliographies, *City Planning, Financial Needs, Financial Support, *Fiscal Capacity, Land Use, Local Government, *Property Taxes, Public Policy, *Tax Allocation
 Identifiers—*Tax Exemptions

This selected bibliography focuses on property tax exemptions in urban areas and on the ability of cities to generate property tax revenues. It begins with a review of some relationships between the property tax and land use planning. Then, the role of the property tax as one of several devices employed in fiscally-oriented planning is examined. The third section surveys references providing a background to the real property tax exemption. The fourth section examines aspects of the property tax exemption debate, especially the notion that exemptions place a financial burden on the community. The last section lists useful bibliographies for those who wish to pursue the subject. All citations are annotated. Each section of the bibliography is prefaced with the author's comments on the topic under consideration. (Author/DN)

ED 101 432 EA 006 709

Gutenschwager, Gerald

Planning and Social Theory: A Selected Bibliography. Exchange Bibliography No. 179.

Council of Planning Librarians, Monticello, Ill.

Pub Date Mar 71

Note—13p.

Available from—Council of Planning Librarians, P.O. Box 229, Monticello, Illinois 61856 (\$1.50)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Bibliographies, City Planning, Decision Making, Futures (of Society), Information Theory, Organizational Theories, *Planning, Policy Formation, Social Change, *Social Factors, *Social Sciences, Systems

Analysis, Technological Advancement, *Theories

This bibliography is meant to reflect the growing diversity and complexity of the theory and social thought that contribute to contemporary planning. The purpose of this bibliography is to explore this diversity as it pertains to the various biases in planning as a social process. The organization of the document reflects the various levels—individual, organizational, social, and urban—at which social theory has been formulated with pertinence to planning. (Author/MLF)

ED 101 433 EA 006 710

Heikoff, Joseph M.

Urban Politics: Selected Readings Related to Planning. Exchange Bibliography No. 177. Council of Planning Librarians, Monticello, Ill.

Pub Date Mar 71

Note—18p.

Available from—Council of Planning Librarians, P.O. Box 229, Monticello, Illinois 61856 (\$2.00)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Bibliographies, City Government, *City Planning, *Local Government, Political Science, *Politics, *Reference Materials

This bibliography lists books and articles dealing with the structures and processes of local politics in the U.S., especially as they relate to urban planning. The primary intent is to help planners gain the political knowledge and awareness they need to effectively perform their role in the community political process. All publications are listed alphabetically, with separate sections devoted to books and articles. (JG)

ED 101 434 EA 006 711

Bolton, Charles K. Lindberg, Mark E.

Conflict: The Conditions and Processes in Community, Organizations, and Interpersonal Relationships. Exchange Bibliography No. 187. Council of Planning Librarians, Monticello, Ill.

Pub Date May 71

Note—22p.

Available from—Council of Planning Librarians, P.O. Box 229, Monticello, Illinois 61856 (\$2.00)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Bibliographies, City Improvement, Community Change, Community Development, *Community Problems, *Conflict, Conflict Resolution, Interpersonal Problems, *Interpersonal Relationship, *Organizational Climate, Organizational Effectiveness, Social Action, Social Change, Social Problems

Community, organizational, and interpersonal conflict must be considered by those concerned with being active and effective participants in the process of planning for change in their communities. Each of these three kinds of conflict is given a section in this selected bibliography. In each section entries are listed under two headings: "conditions" and "processes." Conditions are defined as those things leading up to, but not including, the conflict itself. Examples of conditions include the composition and demographic factors for community conflict, structure for organizational conflict, and personality and needs for interpersonal conflict. Processes have to do with the conflict itself and include such things as strategies and tactics, both intended and inadvertent. Examples of processes are community organizing, bargaining, problem solving, fighting, and attitude polarizing. (Author/DN)

ED 101 435 EA 006 712

Stanley, T. Brock

Community Facilities Planning: A Selected Interdisciplinary Bibliography. Exchange Bibliography No. 188. Council of Planning Librarians, Monticello, Ill.

Pub Date May 71

Note—28p.

Available from—Council of Planning Librarians, P.O. Box 229, Monticello, Illinois 61856 (\$3.00)

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—*Architectural Programing, *Bibliographies, *Community, *Community Health Services, *Community Services, Decision Making, *Facility Planning, Facility Requirements, School Planning

This bibliography was prepared for a lecture series on community facilities planning. The lectures emphasized an interdisciplinary approach by bringing together the major disciplines and subject areas related to planning. The references are organized by (1) general planning text and references; (2) history, principles, theories, and goals; (3) forecasting community facility requirements and determination of need and demand; (4) administration and financing; (5) application of decisionmaking tools to community facilities planning; and (6) references on planning for specific community facilities (Author/MLF)

ED 101 436 EA 006 713

Burt, Eleanor, Comp.

Directory of Planning Libraries. Third Edition. Exchange Bibliography No. 191. Council of Planning Librarians, Monticello, Ill.

Pub Date May 71

Note—89p.

Available from—Council of Planning Librarians, P.O. Box 229, Monticello, Illinois 61856 (\$7.50)

EDRS Price MF-\$0.76 HC-\$4.43 PLUS POSTAGE

Descriptors—*Directories, *Indexes (Locators), *Librarians, Library Associations, *Library Facilities, Library Services, *Library Surveys, Planning, Research Libraries

This directory was compiled from replies to a questionnaire distributed in early 1971 to the members of the Council of Planning Librarians. The entry for each library includes: the address and phone number of the library, the year the library was founded, the name of the librarian and the size of library staff, the hours of business, the regulations controlling the use of the library facilities, the resources of the library, and any publications produced by the library. In addition to the main alphabetical listing of libraries by name, there is a geographical index and a librarian index. Approximately 130 libraries are covered. (JG)

ED 101 437 EA 006 714

Kracht, James B.

The Application of Models to the Planning Process with Special Emphasis on Land Use. Exchange Bibliography No. 194. Council of Planning Librarians, Monticello, Ill.

Pub Date Jun 71

Note—20p.

Available from—Council of Planning Librarians, P.O. Box 229, Monticello, Illinois (\$2.00)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Bibliographies, City Planning, *Land Use, *Models, *Planning, Prediction, Simulation, *Transportation

The use of quantitative predictive models has become increasingly important to urban and regional planners within the past decade. The increasing sophistication of urban and regional information systems and of hardware devices has helped to make possible the acceptance and application of models by planners. The sources contained in this bibliography relate primarily to land use models and transportation models which have implications for land use. (Author/MLF)

ED 101 438 EA 006 715

Miller, William C.

Architectural Research Centers: An Annotated Directory. Exchange Bibliography No. 199. Council of Planning Librarians, Monticello, Ill.

Pub Date Jul 71

Note—31p.

Available from—Council of Planning Librarians, P.O. Box 229, Monticello, Illinois 61856 (\$3.00)

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—*Architectural Research, *Directories, *Environmental Research, *Planning

The first section of this directory contains the name and location of centers engaged in architectural research and an index that lists the centers according to their research concerns. The second section lists newsletters and journals that regularly contain research results and research oriented information. The third, and final, section lists other directories containing architectural research center information. These directories are useful for locating research centers, organizations, and individuals not contained in this directory. (Author/MLF)

ED 101 439

EA 006 716

Davis, Robert F.

The Development of Elementary School Educational Specifications and Preliminary Building Plans Through the Use of Citizen and Staff Involvement.

Pub Date 1 Feb 75

Note—291p.; Maxi II Practicum Report. Submitted in partial fulfillment of requirements for Doctor of Education, Nova University

EDRS Price MF-\$0.76 HC-\$14.59 PLUS POSTAGE

Descriptors—Architects, Architectural Programing, *Building Plans, *Citizen Participation, Decision Making, Doctoral Theses, *Educational Specifications, Elementary Education, Environmental Influences, Facility Requirements, Practicums, Safety, School Community Relationship, School Design, *School Planning, *Teacher Participation

Identifiers—Earthquakes

This dissertation recounts the functioning of a practicum established to develop educational specifications and preliminary building plans for five new elementary schools in the Sacramento City Unified School District. These buildings will be built to replace schools that do not meet earthquake safety standards. Project teams developed educational specifications after citizens, students, teachers, and staff members were surveyed to gain their concerns and suggestions regarding the new schools. The teams continued to work with architects to see that the educational specifications were accurately represented in the architectural drawings. Environmental impact studies were made to assess the effect the new schools would have on the environment. By the end of 1974, the Board of Education and the State had accepted the preliminary plans for the new schools. (Author/MLF)

ED 101 440

EA 006 717

Ross, Doris M.

A Legislator's Guide to the Year-Round School. Research Brief, Vol. 3, No. 1.

Education Commission of the States, Denver, Colo. Dept. of Research and Information Services.

Pub Date Jan 75

Note—50p.

Available from—Education Commission of the States, 300 Lincoln Tower, 1860 Lincoln Street, Denver, Colorado 80203 (\$2.00)

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Educational Facilities, Educational Finance, *Educational Legislation, Elementary Secondary Education, *Extended School Year, *Legislators, *Program Descriptions, School Calendars, School Schedules, Trimester Schedules, *Year Round Schools

This research brief is designed to introduce the legislator to the year-round school concept; what it is, how it works, and what kinds of State legislation may be needed to facilitate implementation of year-round school programs. The publication looks at the history of year-round schools and presents selected year-round school designs, including the 45-15 plan, trimesters, quarters, quinquesters, Concept 6, 7 learning periods, and the continuous learning year. The main features of specific year-round school statutes in different States are arranged in chart form. Additional sources of information are noted throughout the brief. The appendix lists selected operational year-round plans along with the names and addresses of contact persons. (Author/DN)

ED 101 441

95

EA 006 718

Deal, Terrence E.

An Organizational Explanation of the Failure of Alternative Schools. Research and Development Memorandum No. 133.

Stanford Univ., Calif. Stanford Center for Research and Development in Teaching.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Report No.—RD-Memo-133

Pub Date Feb 75

Note—27p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—*Alternative Schools, Conflict, *Conflict Resolution, Educational Alternatives, *Educational Development, Educational Environment, Elementary Secondary Education,

Individualized Programs, Organizational Change, *Organizational Development, *Organizational Effectiveness

Many alternative schools established in the late 1960's and early 1970's eventually dissolved or became as traditional as their predecessors. This paper offers an organizational explanation of the failure of alternative schools. The author discusses criteria for identifying alternative schools and suggests a three-stage developmental model describing the school's progression from euphoria to psychic upheaval to dissatisfaction. The dissatisfaction stage eventually results in one of three possible outcomes for an alternative school: dissolution, movement toward more traditional forms, or resolution of dissatisfactions and retention of the alternative character. Anecdotal evidence from two case studies is presented to support the developmental model. The author suggests that successful alternative schools have developed a well-integrated and formalized, yet pluralistic and individualistic, structure capable of supporting a complex instructional program. (Author/JG)

ED 101 442 95 EA 006 719

Herrick, H. Scott

The Relationship of Organizational Structure to Teacher Motivation in Multiunit and Non-Multiunit Elementary Schools. Report from the Project on Organization for Instruction and Administrative Arrangements. Technical Report No. 322.

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning. Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Report No.—TR-322
Pub Date [73]

Contract—NE-C-00-3-0065

Note—146p.

EDRS Price MF-\$0.76 HC-\$6.97 PLUS POSTAGE

Descriptors—Centralization, Decision Making, *Elementary Education, Individualized Instruction, *Multiunit Schools, Nongraded System, Organizational Development, Organizational Effectiveness, Organization Size (Groups), *School Organization, Teacher Morale, *Teacher Motivation, Teacher Salaries, Teacher Welfare

This study examines the relationship of organizational variables to teacher motivation. It seeks to determine what differences, if any, exist between the organizational structures of multiunit (MUS) and non-multiunit (NMUS) individually guided education (IGE) elementary schools. The unit of analysis consists of MUS and NMUS elementary schools in the State of Wisconsin that employed ten or more staff members during 1971-72. Organizational structure was defined in terms of Hage's axiomatic theory of organizations. School means of complexity, centralization, formalization, and stratification were used, along with school size, to describe the organizational structure of the schools. Teacher motivation was defined in terms of the organization's reward systems as measured by expectancy theory as delineated by Vroom and Porter and Lawler. Major findings indicate no significant differences between MUSs and NMUSs in school size, complexity, and formalization, but MUSs were less centralized, less stratified, and had more highly motivated teachers than NMUSs. Results of this study suggest that administrators interested in developing higher levels of teacher motivation should make every effort to involve teachers in the decisionmaking process and that they should attempt to distribute rewards to teachers fairly and justly. (Author/DN)

ED 101 443 95 EA 006 720

Sheridan, Terrance John

Perceived Role and Effectiveness of the Unit Leader in Conducting Unit Functions. Report from the Project on Organization for Instruction and Administrative Arrangements. Technical Report No. 318.

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning. Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—WRDCL-TR-318

Pub Date Sep 74

Contract—NE-C-00-3-0065

Note—229p.

EDRS Price MF-\$0.76 HC-\$12.05 PLUS POSTAGE

Descriptors—Educational Research, Elementary Education, Elementary School Teachers, *Expectation, Management, *Multiunit Schools, *Organizational Effectiveness, Performance Criteria, Principals, *Role Perception, Sampling, Social Systems, Statistical Surveys, Task Performance, Unit Plan

Identifiers—*Unit Leaders

A system of individually guided education in the multiunit elementary school organizes the school into instruction and research units headed by a unit leader. This study determined the extent of agreement among and between principals, teachers, and unit leaders regarding expectations held for the unit leader role; examined the relationship between referent group agreement and performance effectiveness ratings; and investigated the relationship between selected organizational variables and agreement on role expectations. Data were collected from a sample of 48 principals, 48 unit leaders, and 96 teachers in Wisconsin districts. (Author/MLF)

ED 101 444

EA 006 721

Choudhury, N. K. D.

Sound Diffraction Around Movable Partitions in Teaching Spaces. Education Building Report 1. United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia.

Report No.—BK-73-RH-142-1000

Pub Date 74

Note—63p.; A related document is EA 006 722. Available from—UNIPUB, P.O. Box 433, Murray Hill Station, New York, New York 10016 (\$3.00)

EDRS Price MF-\$0.76 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—*Acoustical Environment, Acoustic Insulation, *Acoustics, *Architectural Research, Auditory Discrimination, Auditory Perception, Aural Stimuli, Classroom Design, *Movable Partitions, *Open Plan Schools, School Buildings, Space Dividers, Tables (Data)

Identifiers—Asia

This study concerns the diffraction of sound around flexible partitions used in teaching spaces. It includes a comprehensive study of the acoustical conditions in several school buildings in India, Malaysia, Singapore, and Sri Lanka. The noise reduction properties of some typical partitions the minimum height of the partition between two teaching spaces, the material of the partitions, and the position of chalk-boards were some of the important factors considered in the study. Noise levels prevailing in the classrooms of different countries were also measured. (Author/MLF)

ED 101 445

EA 006 722

Mooli, D.

Sun Shading Diagrams for School Buildings. Educational Building Report 2.

United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia.

Report No.—BKB-74-RHM-30-2200

Pub Date 74

Note—31p.; A related document is EA 006 721. Available from—UNIPUB, P.O. Box 433, Murray Hill Station, New York, New York 10016 (\$3.00)

EDRS Price MF-\$0.76 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—*Building Design, *Climate Control, Climatic Factors, *Daylight, *School Buildings, Solar Radiation, *Thermal Environment

Identifiers—*Asia

This publication provides data on the angles governing the design of sunshading devices for educational buildings in the countries of the Asian region and gives examples of the ways in which these data can be used. Different methods of excluding direct sunlight from teaching spaces are illustrated in a series of diagrams that show exclusion by roof overhang, louvers, adjustable shutters, and grills. Sunshading diagrams for latitudes 32 degrees North to 10 degrees South give the angle of the sun for a variety of building orientations. These angles can be used without further calculation to determine the projection of a sunshade that will exclude sun from the opening it protects. (Author/MLF)

ED 101 446

EA 006 723

Anderson, B. Robert

Basic Boardmanship. What Every School Board Member Should Know Series, No. 3.

New Jersey School Boards Association, Trenton.

Pub Date 74

Note—76p.

Available from—New Jersey School Boards Association, P.O. Box 909, Trenton, New Jersey 08605 (\$3.50)

EDRS Price MF-\$0.76 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—Board Administrator Relationship,

*Board of Education Policy, *Board of Education Role, *Boards of Education, Conflict Resolution, *Decision Making, Educational Environment, Educational Facilities, Educational Finance, Elementary Secondary Education, Employer Employee Relationship, Personnel Policy, School Community Relationship, Student School Relationship

This booklet is intended to provide new school board members with the background and basic information they need to perform their tasks successfully. It attempts to convey a broad understanding of the board member's role, including its scope, limitations, responsibilities, potential pitfalls, and opportunities. Various chapters discuss the organizational and interpersonal dynamics of school boards, crisis management, budgeting and educational finance, students and the school environment, employee relations and personnel matters, and educational policy. (Author/JG)

ED 101 447

EA 006 724

Prichard, Keith W. Buxton, Thomas H.

Concepts and Theories in Sociology of Education. Professional Education Series.

Professional Educators Publications, Inc., Lincoln, Nebr.

Pub Date 73

Note—167p.

Available from—Professional Educators Publications, Inc., P.O. Box 80728, Lincoln, Nebraska 68501 (\$2.25)

Document Not Available from EDRS.

Descriptors—Conceptual Schemes, *Cultural Context, Educational Methods, *Educational Practice, *Educational Sociology, *Educational Theories, Elementary Secondary Education, *Learning Processes, Personality Theories, Role Theory, Social Stratification, Social Values

This book is intended to serve as a supplementary text for the study of the sociology of education at the beginning level. The authors place heavy emphasis on the work of ten foremost authorities in the field of sociology of education and draw on the theories of more generalized sociologists as well. Throughout the book, the practical implications of various sociological theories and concepts for analyzing educational structures and processes are stressed. (Author/JG)

ED 101 448

EA 006 725

Strahan, Richard Dobbs

The Courts and the Schools. Professional Education Series.

Professional Educators Publications, Inc., Lincoln, Nebr.

Pub Date 73

Note—148p.

Available from—Professional Educators Publications, Inc., P.O. Box 80728, Lincoln, Nebraska 68501 (\$2.75)

Document Not Available from EDRS.

Descriptors—Administrative Personnel, Boards of Education, Collective Bargaining, Collective Negotiation, *Court Litigation, Due Process, Educational Administration, Educational Finance, *Educational Legislation, Elementary Secondary Education, Government Role, *Legal Responsibility, *School Law, Student Rights, Teacher Education, Teacher Employment, *Teacher Responsibility

This book is intended to provide preservice teachers with insights into many of the major legal problems associated with the operation of public schools. It attempts to convey a basic understanding of important court decisions and how they affect classroom practices. Separate chapters are devoted to discussion of the American legal tradition, governmental education policy, state and local concerns in educational policy, local management of schools, school administration, legal problems of teachers, students' rights, school finance, teacher liability, and professional negotiations. (Author/JG)

ED 101 449

EA 006 726

Rodriguez, Louis J. Davis, Dewey D.
The Economics of Education. Professional Education Series.

Professional Educators Publications, Inc., Lincoln, Nebr.

Pub Date 74

Note—117p.

Available from—Professional Educators Publications, Inc., P.O. Box 80728, Lincoln, Nebraska 68501 (\$1.75)

Document Not Available from EDRS.

Descriptors—Demography, Economic Development, Economic Factors, *Educational Demand, *Educational Economics, *Educational Finance, Educational History, *Educational Supply, Elementary Secondary Education, Enrollment Trends, Higher Education, Human Capital, Productivity, School Support

This text examines the economics of education as it exists in the United States. The text begins with a very brief introduction to the history of the financing of education. Then it examines the patterns of educational expenditures from 1960 to 1973, describes the current financial status of education, evaluates the contribution of education to productivity and economic growth, presents and reviews the demand for education as it relates to demographic and economic factors, and examines the supply of educational services as they relate to production costs and marketing. The text concludes with an evaluation of alternative solutions to the problem of financing education. An annotated bibliography is included at the end of each chapter. (Author/DN)

ED 101 450

EA 006 727

Rich, John Martin
New Directions in Educational Policy. Professional Education Series.

Pub Date 74

Note—104p.

Available from—Professional Educators Publications, Inc., P.O. Box 80728, Lincoln, Nebraska 68501 (\$1.75)

Document Not Available from EDRS.

Descriptors—Bureaucracy, *Educational Change, *Educational Objectives, Educational Philosophy, Educational Planning, *Educational Policy, Elementary Secondary Education, Federal State Relationship, Futures (of Society), *Organization, *Policy Formation, State School District Relationship, Values

This book is based on the premise that each person, in his organizational and institutional roles, is embraced by a network of policy decisions that influence his behavior. From an examination of the importance of policy studies, the author moves to an exploration of the nature of policy and distinguishes the similarities and differences between policy and other institutional outcomes and operations. Consideration is given to the various sources from which policy may be derived. Policy is examined in terms of the operations of bureaucracies and their influences on policy, and the process of changing bureaucratic school systems is explored in terms of the effect this would have on policy. The final chapter examines how policy is actually made and then offers proposals for the improvement of this process, including a proposal for new relationships between local school districts and outside-State, regional, Federal, and national—influences. (Author/WM)

ED 101 451

EA 006 728

Laplanche, John Guy
The Shrewsbury Plan: Flexible Scheduling/Extended Day. A Report.

Shrewsbury Public Schools, Mass.

Pub Date 73

Note—29p.; Photographs will reproduce poorly. Available from—The School Superintendent, Shrewsbury Public Schools, 100 Maple Avenue, Shrewsbury, Massachusetts 01545 (\$1.00, Quantity discounts, Make checks payable to Project Publish, Town of Shrewsbury, Massachusetts)

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Case Studies (Education), Curriculum Development, Educational Change, *Extended School Day, *Flexible Schedules, Flexible Scheduling, Guidance Counseling, Occupational Guidance, *School Calendars, *School Schedules, Secondary Education, Space Utilization, *Trimester Schedules

Identifiers—Massachusetts, *Shrewsbury Plan

This publication describes the development and operation of the scheduling plan developed by the Shrewsbury, Massachusetts, school system. The plan, designed to maximize the use of available facilities and to expand the curriculum offering, combines a fifty-hour instructional week, alternative learning opportunities throughout the community, an expanded curriculum of 200 course offerings on an elective trimester basis, late afternoon and evening classes, the near elimination of study halls, and visiting instructors for specialized subject areas. Pupils attend classes on a required basis four days a week during the A-Block Session (8 a.m. to 2 p.m.) and are encouraged to elect into the B-Block (2 p.m. to 5 p.m.) and C-Block (7 p.m. to 9 p.m.) classes. On the fifth day, pupils are encouraged to participate in a Career Opportunity Program in which they work in hospitals and schools as volunteer aides. (Author/DN)

ED 101 452

EA 006 729

Martin, William Rogers, Sr.

The Executive Middle School Internships-A Model.

Pub Date 20 Jan 75

Note—236p.; Submitted in partial fulfillment of requirements for Doctor of Education, Nova University (Florida)

EDRS Price MF-\$0.76 HC-\$12.05 PLUS POSTAGE

Descriptors—Community Involvement, Cooperative Education, Educational Programs, Evaluation, Field Experience Programs, *Internship Programs, Junior High Schools, *Middle Schools, *Models, Occupational Guidance, *Program Evaluation, School Community Cooperation, *School Community Programs, School Community Relationship, Secondary Education, Vocational Interests

The purpose of this practicum was to develop and field test a model plan for the Executive Middle School Internship Program at Nova Middle School. The plan was designed to effectuate a marriage between the theoretical and the practical by combining the best elements of classroom analysis with actual experience in the world of executives and organizations. An effort was made, first, to determine if community resources were available, sufficiently sophisticated, and receptive to provide meaningful exploratory experiences related to careers and, second, to determine to what extent, if any, positive career exploration experience could widen horizons and develop and enhance positive attitudes toward the world of work in eighth grade students. A model plan was developed and field tested; community agencies were responsive and demonstrated expertise in providing exploratory experiences for students; and an analysis of the pre- and post-attitudinal survey and tests revealed that the experience did widen horizons and develop and enhance positive attitudes toward the world of work in the participants. (Author)

ED 101 453

EA 006 730

The Community at the Bargaining Table. A Report on the Community's Role in Collective Bargaining in the Schools.

Institute for Responsive Education, Boston, Mass.

Pub Date Jan 75

Note—65p.

Available from—Institute for Responsive Education, 704 Commonwealth Avenue, Boston, Massachusetts 02215 (\$3.00)

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—Annotated Bibliographies, Board of Education Role, *Collective Bargaining, Collective Negotiation, Community Involvement, *Community Role, Conflict Resolution, Decision Making, *Educational Change, Elementary Secondary Education, *Governance, Policy Formation, *School Community Relationship, Teacher Associations, Teacher Militancy

The Institute for Responsive Education and its study team are looking at ways to widen the scope of collective bargaining to provide room for communities to participate in policy formulation in their schools. The traditional management-labor approach was designed to resolve differences about wages, fringe benefits, and the rules, rights, and responsibilities of employers and employees, not to resolve differences about the rights of children, parents, and taxpayers involved in the educational process. As more and more educational decisions are made in bilateral, behind-closed-door negotiations, there will be even

less opportunity for constructive ideas from students, parents, and others in the community than there are now. Furthermore, collective bargaining seems to be moving toward greater centralization in large school districts, making it even more difficult for the people concerned about an individual school—teachers, staff, parents, students, and community residents—to be adequately represented. We need to break out of the confines of the narrow, bilateral approaches to educational decisionmaking in general, and the closed-door collective bargaining patterns in particular. (Author/WM)

ED 101 454

EA 006 731

Arapahoe High School Variable Student Scheduling.

Arapahoe County School District 6, Littleton, Colo.

Pub Date [74]

Note—6p.; Document may reproduce poorly. EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Curriculum Development, *Curriculum Planning, *Flexible Schedules, Individualized Instruction, *Program Descriptions, Program Evaluation, Released Time, School Planning, *School Schedules, Secondary Education

Identifiers—Arapahoe High School, Colorado, *Variable Student Scheduling

This document describes the variable student scheduling program at Arapahoe High School in Littleton, a suburb of Denver, Colorado. Under this plan students have Monday-Wednesday-Friday classes and Tuesday-Thursday classes of approximately one hour. Four- and five-day-a-week classes are also scheduled. The program is now in its third year of operation. The program was instituted to help broaden the scope of the curriculum, to give students and teachers more time for preparation and interaction, to give students greater opportunity for decisionmaking, and to allow teachers to experiment with new teaching techniques. Under the program the number of course offerings increased from approximately 100 to approximately 250, and resource centers for students and teachers have been created. The document lists the advantages and disadvantages of the program and describes how the program was implemented. (Author/DN)

ED 101 455

EA 006 732

Dillon, Elizabeth A. And Others
Organizing and Expanding the Individualized Continuing Education Program for Administrators in the Local School District. An Occasional Paper.

CFK, Ltd., Denver, Colo.

Pub Date 74

Note—29p.

Available from—Nueva Learning Center, P.O. Box 1366, Burlingame, California 94010 (\$1.70)

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—*Administrator Education, Administrator Qualifications, Administrator Responsibility, Educational Change, Educational Programs, Elementary Secondary Education, *Individual Development, *Individualized Programs, *Inservice Education, Leadership, Management Development, *Professional Continuing Education

In the rapidly changing educational scene, a school administrator is frequently forced to abandon old responsibilities and assume new ones. Often, yesterday's top priorities are suddenly replaced by others more relevant to constantly shifting educational demands. In order to manage school improvements, administrators face the continuous need for acquiring new abilities. To perpetuate effective leadership a school district must provide a program whereby each of its administrators has an opportunity to participate in an individualized and continuous program of self-renewal. This paper reports the results of an individualized continuing education, and school climate improvement program for school administrators. It is addressed to superintendents, principals, area superintendents, coordinators, assistant superintendents, and others interested in self- and school improvement processes. It is also designed for school administrators responsible for developing inservice education or administrative renewal programs for school district leadership personnel. (Author/WM)

ED 101 456 EA 006 733

Palmer, Parker Jacobsen, Elden
Action Research: A New Style of Politics in Education. An IRE Report.

Institute for Responsive Education, Boston, Mass.
 Pub Date Nov 74
 Note—36p.

Available from—Institute for Responsive Education, 704 Commonwealth Avenue, Boston, Massachusetts 02215 (\$1.50)

EDRS Price MF-\$0.76 HC-\$1.95 PLUS

POSTAGE

Descriptors—*Action Research, *Citizen Participation, Data Analysis, Data Collection, Hypothesis Testing, Instrumentation, Political Power, *Political Socialization, *Research Design, *Research Methodology, School Community Relationship, Voluntary Agencies

Action research combines the development of competence with community action. It provides a means of organizing large numbers of people around well-defined, short-term jobs; engages people face to face with a problem; and translates research into politics by building a base of mass support for a given problem. The basic components of any action research program involve creating legitimacy, defining problems on a human scale, dealing with conflict, recognizing that knowledge is power, developing the power of collectivity, and creating a mode of natural and manageable human organization. The major program stages of an action research program are defining the problem, developing research instruments, and collecting and analyzing data. The basic procedures and special problems of some specific action research techniques are identified. (Author/MLF)

ED 101 457 EA 006 734

Huon, Roland
Views of Local School Board Chairmen and Presidents of Local Education Associations Toward Collective Negotiations.

Kentucky Univ., Lexington. Bureau of School Service.
 Pub Date Dec 73

Note—37p.; Bureau of School Service Bulletin, v46 n2 pp1-36 Dec 1973; A related document is EA 006 692

EDRS Price MF-\$0.76 HC-\$1.95 PLUS

POSTAGE

Descriptors—*Boards of Education, Collective Bargaining, *Collective Negotiation, *Conflict Resolution, Elementary Secondary Education, Employer Employee Relationship, *Occupational Surveys, State Legislation, *Teacher Associations, Teacher Militancy
 Identifiers—*Kentucky

This study investigated the nature and extent of differences of opinion between chairmen of local school boards and presidents of local education associations regarding collective negotiations. Data for the study were drawn from questionnaires completed by 72 percent of all local education association presidents and 65 percent of all local school board chairmen in Kentucky. A packaged computer program was used to analyze the data and calculate chi-square and lambda measures. Results of the study showed that education association presidents favored enactment of a collective negotiations statute in Kentucky, while a strong majority of school board chairmen opposed such legislation. Size of school district, type of district, and experience of the respondent with negotiations did not significantly alter the basic pattern of responses. (Author/JG)

ED 101 458 EA 006 735

The Strike Manual.

Association of California School Administrators; Negotiation Support Service, Fullerton, Calif.
 Pub Date 73

Note—107p.

Available from—Association of California School Administrators (ACSA), 1550 Rollins Road, Burlingame, California 94010 (\$8.00 non-members, \$5.00, ACSA members)

Document Not Available from EDRS.

Descriptors—*Administrative Policy, *Administrative Problems, *Administrator Guides, Board of Education Policy, Conflict Resolution, Educational Administration, *Educational Planning, Elementary Secondary Education, Employer Employee Relationship, Information Dissemination, School Law, *Teacher Strikes

This manual examines the various aspects and effects of a teachers' strike for the purpose of

providing school administrators with background material and suggested methods for building a strike contingency plan. It does not describe a specific plan but rather is intended to serve as a guide to help administrators develop a strike plan for their own district. Separate sections of the manual are devoted to discussions of legal considerations, communications during a strike, prestrike planning at the district level, planning at the building level, and ending a strike. (Author/JG)

ED 101 459 EA 006 736

Watters, Elsie M.

The Financial Outlook for State and Local Government to 1980. Research Publication No. 28 (New Series).

Tax Foundation, Inc., New York, N.Y.

Pub Date 73

Note—119p.

Available from—Tax Foundation, Inc., 50 Rockefeller Plaza, New York, New York 10020 (\$2.50)

EDRS Price MF-\$0.76 HC-\$5.70 PLUS

POSTAGE

Descriptors—Educational Finance, Enrollment Trends, Federal Aid, *Financial Needs, *Financial Problems, *Financial Support, Fiscal Capacity, *Local Government, Revenue Sharing, *State Government

This study probes the influences behind recent trends in State-local finance and attempts to ferret out the dominant influences that will prevail during the remainder of the seventies. It presents projections of State-local finance for fiscal years 1975 and 1980 that indicate general spending and revenues will grow at a pace that will tend to generate surpluses of some \$13 billion in 1975 and \$9 billion in 1980. The major element tending to mitigate the rise in spending is the expected leveling in enrollments in educational institutions and in the number of welfare recipients. The outlook for a somewhat higher rate of inflation in the seventies than in the sixties tends to narrow the full savings that might otherwise result. The publication suggests that the ability of States and localities to achieve a lasting state of financial balance is predicated on policy decisions on how potential surpluses will be used, future federal policy with respect to grant-in-aid programs, the manner in which the current controversy over local public school finance is resolved, and the willingness of State-local units to cut back from recent accelerated rates of expenditure growth to increases that are more in line with longer-term averages. (Author/DN)

ED 101 460 EA 006 737

Brown, E. Don

New Approaches to Flexible Scheduling at Harwood Junior High School.

Hurst-Eules-Bedford Independent School District, Hurst, Tex.

Pub Date Feb 75

Note—10p.; Paper presented at the Annual Meeting of the National Association of Secondary School Principals (59th, Las Vegas, Nevada, February 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS

POSTAGE

Descriptors—Extended School Year, *Flexible Schedules, Junior High Schools, *Program Descriptions, Program Evaluation, *School Calendars, *School Schedules, Student Welfare, Teacher Welfare, *Trimester Schedules, Year Round Schools

Identifiers—Texas

The author details the steps involved in the adoption of a trimester program at a Texas junior high school. The trimester schedule divides the regular school year into three equal 60 day periods. The option of a summer quarter can be added as the need arises. Under the plan, school periods are 70 minutes long in the junior high school and 80 minutes long in the high schools. Class periods are divided into smaller blocks of time to better accommodate new teaching methods within a class. The program also utilizes some team teaching, open space classrooms, and resource labs. The trimester plan enables students to concentrate on fewer courses at a given time and to have more school resources available. It also allows students who do not make adequate progress the opportunity to catch up within the school year without any loss of normal course offerings. The schedule gives teachers a longer planning period, the opportunity to teach more in

their fields of interest, increased student contact, and the opportunity to work with each student in his prime learning time of day. (Author/DN)

ED 101 461 EA 006 738

Henson, Owen M.

The Schools-Within-a-School Program at Topeka West High School.

Pub Date Feb 75

Note—6p.; Paper presented at the Annual Meeting of the National Association of Secondary Principals (59th, Las Vegas, Nevada, February 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS

POSTAGE

Descriptors—Assistant Principals, *Decentralized School Design, *High School Organization, *House Plan, *Program Descriptions, Secondary Education, Secondary School Counselors, Student Attitudes, *Student School Relationship

Topeka West High School has approximately 1,500 students divided into four houses of 375 students. An effort is made to randomly distribute the incoming sophomores equally among the four houses. Each house has an assistant principal, a counselor, and a staff of 8 to 10 teachers representing the instructional areas of English, social studies, and mathematics. The more specialized areas of art, music, home economics, industrial arts, and science and a media center are located in separate facilities. The school is a campus arrangement, and each house is a separate building. The decentralization of the administrative and guidance function enables the assistant principal-counselor team to know and care for a relatively small group of students over a three-year period. (Author/MLF)

ED 101 462 EA 006 739

Howes, Kimball L.

Pathways and Pitfalls in Introducing Change.

Pub Date Feb 75

Note—10p.; Paper presented at the Annual Meeting of the National Association of Secondary School Principals (59th, Las Vegas, Nevada, February 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS

POSTAGE

Descriptors—*Change Agents, *Change Strategies, *Educational Change, Elementary Secondary Education, *Leadership Qualities, Political Influences, Political Power, *Principals, Role Perception, School Community Relationship, School Superintendents

Brief case studies are examined to show that change can be motivated by almost any part of the educational organization and that the degree of the change's success or failure depends to a large extent on the political environment existing within the school and the school district. Some recent examples in pertinent literature are examined, and some reflections on the "hows and whys" of change, from the perspective of both the principal and the superintendent, are made in considering possible change techniques and in demonstrating the need for honest introspection. General philosophical comments on the author's biases about the problems and pitfalls of change conclude the speech. (Author/MLF)

ED 101 463 EA 006 742

General Revenue Sharing: Reported Uses 1973-1974. A Tabulation and Analysis of Data from Actual Use Report 4.

Office of Revenue Sharing (Dept. of Treasury), Washington, D.C.

Pub Date Feb 75

Note—56p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 048-000-00266, \$0.85)

EDRS Price MF-\$0.76 HC-\$3.32 PLUS

POSTAGE

Descriptors—*Federal Aid, *Federal Government, Federal State Relationship, Financial Support, *Local Government, Program Evaluation, Resource Allocations, *Revenue Sharing, *State Government, Tax Allocation, Taxes, Tax Rates

This document presents a summary and analysis of the reported uses of general revenue sharing (GRS) funds expended during the period July 1, 1973 to June 30, 1974. The report also provides a comparison of reported uses since the January 1, 1972 initiation of the GRS program. Findings indicate that more than \$6.7 billion of

GRS funds were spent by States and recipient local governments during the 1974 fiscal year. It is estimated that this figure represents approximately 3 percent of the total expenditures of these governments during the same period. An analysis of the reported actual uses of general revenue sharing during the 1973-74 period reveals the following major uses of GRS monies by States and local governments: public safety services, 23 percent; educational services and facilities, 21 percent; public transportation, 15 percent; and multipurpose and general government, 10 percent. Sixty percent of the States were able to reduce taxes by virtue of GRS funds, and 20 percent were able to prevent new taxes. At the local level, 35 percent reported GRS receipts had enabled them to prevent new taxes while 34 percent reported local taxes had been kept at prior levels. (Author/DN)

ED 101 464 EA 006 743

Supreme Court of the United States: Wood Et. Al. v. Strickland Et. Al. Certiorari to the United States Court of Appeals for the Eighth Circuit, No. 73-1285. Argued October 16, 1974—decided February 25, 1975.

Supreme Court of the U. S., Washington, D.C. Pub Date 25 Feb 75

Note—27p.; Syllabus included

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Alcoholic Beverages, Board of Education Policy, *Boards of Education, Discipline Policy, *Due Process, *Expulsion, High School Students, Legal Responsibility, *School Law, Secondary Education, *Student Rights, *Supreme Court Litigation

Identifiers—Arkansas

Three Arkansas high school students were expelled for violating a school regulation prohibiting intoxicating beverages at school activities. The students brought suit in U.S. District Court claiming violation of their rights to due process. The district court directed verdicts for the school board on the ground that school officials are immune from damage suits except in cases of proved malice or ill will. The court of appeals reversed the district court ruling on the ground that the school board had not acted in good faith, since there was no evidence that the regulation had actually been violated. Although the students admitted spiking punch with malt liquor, there was no evidence that the alcoholic content of the punch met the Arkansas definition of an intoxicating beverage. The Supreme Court agreed with the court of appeals that school officials are immune only if they act in good faith and with proper regard for students' constitutional rights. However, the Court also found that the school regulation forbidding intoxicating beverages did not hinge on the percentage of alcoholic content and that there was ample evidence that the students had knowingly violated the regulations. The judgment of the court of appeals was therefore vacated, and the case remanded for consideration of possible procedural violations of the students' rights to due process. (JG)

ED 101 465 95 EA 006 744

Howes, Nancy J.

Change Factors Related to the Institutionalization of the Multi-Unit Elementary School. Part 1. Report from the Project on Organization for Instruction and Administrative Arrangements. Technical Report No. 319.

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning. Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—WRDCL-TR-319

Pub Date Sep 74

Contract—NE-C-00-3-0065

Note—322p.

EDRS Price MF-\$0.76 HC-\$15.86 PLUS POSTAGE

Descriptors—*Change Strategies, *Educational Change, Elementary Education, Factor Analysis, Item Analysis, Multiple Regression Analysis, *Multiunit Schools, *Organizational Change, Predictor Variables, *School Organization, Statistical Analysis

This study identifies some of the change variables related to the institutionalization of the organizational component of the multiunit elementary school (MUS-E) and begins to identify some of the elements of change implicitly involved in the successful institutionalization of educational

change in general. The study is based on data from five questionnaires distributed to a selected national sample of over 2,000 unit teachers, unit leaders, principals, district coordinators, and superintendents in multiunit schools and school districts. Factor analysis was used to identify those change variables that clustered together to form distinct factors affecting institutionalization. The key variables identified related to open and supportive environments, user attitudes, user's cost-benefit decision, the use of open communication channels, supportive services and resources, and flexibility of the change process. Item and multiple regression analysis were used together to identify those global change variables that directly related to the institutionalization of MUS-E. Important variables of change were: the perceived relative advantage, observability, and simplicity of MUS-E; the degree to which the individual was informed, involved, and supported in the change process; the way and degree to which the individual communicated with others; and the way and degree to which the school organization was complex and less formalized. (Author/DN)

ED 101 466 EA 006 747

Bailey, Lois

The 12th Grade: A Critical Year. A Student's Viewpoint.

National Association of Secondary School Principals, Washington, D.C.

Pub Date 75

Note—45p.

Available from—National Association of Secondary School Principals, Dulles International Airport, P.O. Box 17430, Washington, D.C. 20041 (\$3.00, quantity discounts, Payment must accompany order)

EDRS Price MF-\$0.76 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—*Change Strategies, Curriculum Development, Curriculum Enrichment, *Educational Alternatives, *Educational Change, Educational Innovation, Experimental Programs, Graduation Requirements, *High School Students, Principals, Relevance (Education), *Secondary Education, Student Interests

Something is wrong with the twelfth grade. Many principals, teachers, and students argue that the twelfth grade is unchallenging, irrelevant, and perhaps useless. Recent widespread unrest among students suggests the need to thoroughly re-evaluate the twelfth grade program in order to investigate the causes for the unrest and to suggest workable alternatives capable of alleviating the problems that plague twelfth grade programs today. This limited study has produced three conclusions regarding twelfth grade unrest: (1) the problems are both serious and widespread, (2) the complexity of the problems prevents the identification of single causes and solutions, and (3) secondary school principals are acutely aware of the need for change and for rigorous questioning of the high school program. Alternatives to the traditional high school program are being developed all across the country. While some districts are forming alternative schools and attempting major restructuring efforts, other districts are developing promising programs within the basic framework of the traditional school. (Author/JG)

ED 101 467 EA 006 748

Strengthening Instruction in Academic Subjects.

Title III, National Defense Education Act as Amended, Annual Report, Fiscal Year 1971.

Office of Education (DHEW), Washington, D.C.

Report No.—DHEW-OE-74-21000

Pub Date [74]

Note—58p.; A related document is ED 082 382

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—Administrative Policy, Elementary Secondary Education, *Expenditures, *Federal Aid, Federal Legislation, *Federal Programs, Federal State Relationship, Instructional Improvement, *Management by Objectives, Management Systems, Private Schools, *Program Administration, State Departments of Education, State Federal Aid

Identifiers—*National Defense Education Act Title III, NDEA Title III

This report is derived from narrative reports for fiscal year 1971 submitted to the U.S. Office of Education by each State department of education. Under Title III of the National Defense Education Act, the Federal government provides matching funds to each State to strengthen in-

struction in 12 major academic subjects. During fiscal year 1971 the Office of Education developed a management by objectives system to achieve more efficient use of Title III funds by individual States, and each State submitted a new State plan for better management of its Title III programs. Each of these activities is described in separate sections of the report. In addition, the report describes a few exemplary projects utilizing Title III funds and summarizes procedures for assessing each State's educational needs and administering the expenditure of Title III funds. Four tables provide a detailed breakdown of each State's expenditures under Title III in fiscal 1971, and another table lists total Title III expenditures for 1959-71. (Author/JG)

ED 101 468 95 EA 006 749

Meier, James Paul

The Conversion of Found Space for Educational Use.

Spons Agency—Educational Facilities Labs., Inc., New York, N.Y.; National Inst. of Education (DHEW), Washington, D.C.

Bureau No.—BR-3-0887

Pub Date Dec 74

Grant—NE-G-00-3-0061

Note—362p.

EDRS Price MF-\$0.76 HC-\$18.40 PLUS POSTAGE

Descriptors—Administrative Policy, *Building Conversion, Computer Programs, Cost Effectiveness, *Educational Facilities, Educational Programs, Elementary Secondary Education, Facility Planning, Facility Requirements, *Found Spaces, Laws, Physical Environment, *Recycling, *School Planning, Simulation

This study explores some experiences in recycling buildings for schools and suggests a background to use in planning and evaluating this approach to school space acquisition. Such factors as educational program, physical environment, building codes, cost and financing, legal issues, administrative processes and time, and political and social concerns are considered in the study. Case studies on schools in recycled buildings, derived from school visits, interviews, and examinations of files, provided the primary source of information. Laws, State administrative practices, current planning considerations, and building codes were studied separately. The study focuses on school facility practices in New York State, with secondary attention, primarily for comparative purposes, to Massachusetts and Pennsylvania. A computer program was used to examine the relative costs of found space facilities to new school buildings. (Author/MLF)

ED 101 469 EA 006 751

Panaci, Albert W.

The Principal's Role in Collective Negotiations.

Pub Date Feb 75

Note—9p.; Paper presented at National Association of Secondary School Principals Annual Convention (59th, Las Vegas, Nevada, February 7-12, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Administrative Policy, *Administrator Guides, Administrator Role, Board of Education Role, *Collective Bargaining, *Collective Negotiation, *Conflict Resolution, Elementary Secondary Education, *Employer Employee Relationship, Teacher Salaries, *Teacher Strikes

This paper presents an overview of teacher strikes from the perspective of school administrators and presents guidelines for the actions of principals, superintendents, and school board members before, during, and after a strike. Included are recommendations for estimating the dollar value of teacher salaries and fringe benefits, planning and carrying out negotiations, resolving impasses, and developing a contingency plan for operating the district during a strike. (JG)

ED 101 470 EA 006 753

Keefe, James W.

The Role of the Advisor and Changing Role of the Counselor.

Pub Date 1 Apr 75

Note—6p.; Paper presented at the Annual Meeting of the National Catholic Educational Association (Atlantic City, New Jersey, March 31-April 3, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Counselor Qualifications, *Counselor Role, Differentiated Staffs, *Guidance Counseling, Humanistic Education, Individualized Instruction, Professional Personnel, Pupil Personnel Services, Secondary Education, *Secondary School Counselors, *Teacher Responsibility

The Model Schools Project sponsored by The National Association of Secondary School Principals calls for the teacher to assume the responsibility of guiding approximately 30 students regarding their schedule and independent study needs and, as a friend, about their everyday problems. The professional counselor's responsibilities are to those students whose problems require help beyond the resources of the teacher-advisor and, as a resource person, to teachers. In the Model Schools Project, the basic purpose of guidance is to ensure the individualization of high school education for all students with all kinds of abilities and from all backgrounds. (Author/MLF)

ED 101 471

EA 006 754

Keefe, James W.

Using Data Processing to Monitor Student Progress.

Pub Date Feb 75

Note—9p.; Paper presented at the Annual Meeting of the National Association of Secondary School Principals (59th, Las Vegas, Nevada, February 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Academic Achievement, *Computer Oriented Programs, *Continuous Progress Plan, Educational Technology, *Electronic Data Processing, Flexible Progression, Grading, Individualized Curriculum, *Individualized Programs, Nongraded System, Programmed Instruction, Secondary Education, Student Testing

Identifiers—CMI, *Computer Managed Instruction

Pius X High School in Downey, California, possesses a highly individualized academic program that stresses new roles for teachers and students; a nongraded continuous progress curriculum; varied, multimedia learning materials and activities; and individualized student scheduling and evaluation. Under the direction of the teacher, who acts as an advisor, each student works at his or her own pace through various sequences in each of nine areas of learning. If students and their teacher-advisors are to know where every-one stands in such a system, sophisticated monitoring systems are in order. The Pius X solution was to use the money previously spent on computerized scheduling to monitor student progress. Teacher-advisors working with students themselves assumed responsibility for scheduling while the computer took over the progress-monitoring function. (Author/WM)

ED 101 472

EA 006 756

Making Civil Rights Sense Out of Revenue Sharing Dollars. U.S. Commission on Civil Rights Clearinghouse Report 50.

Commission on Civil Rights, Washington, D.C.

Pub Date Feb 75

Note—142p.

EDRS Price MF-\$0.76 HC-\$6.97 PLUS POSTAGE

Descriptors—Accountability, Administrative Policy, Bibliographies, *Citizen Participation, *Civil Rights, Community Development, Educational Finance, Elementary Secondary Education, *Federal Aid, Federal Legislation, Federal Programs, Federal State Relationship, Law Enforcement, Manpower Development, *Revenue Sharing, *Tax Allocation

Identifiers—*State and Local Assistance Act of 1972

This report is intended to stimulate public interest and participation in revenue sharing programs, particularly among citizens concerned with the rights of minorities and women. To accomplish this aim, the report describes in considerable detail how revenue sharing works, examines its civil rights implications, and suggests ways in which local citizens can monitor or influence the use of revenue sharing funds. Separate sections discuss the various provisions of the general revenue sharing program and examine the special revenue sharing programs for manpower development, community development, education, and law enforcement. Included in the extensive appendixes are the text of the State and

Local Assistance Act of 1972, the official federal regulations governing revenue sharing payments, a list of organizations currently involved in revenue sharing activities, and a selected bibliography of relevant publications. (Author/JG)

ED 101 473

EA 006 757

O'Reilly, Robert

Classroom Climate and Achievement in Secondary School Mathematics Classes.

Ottawa Univ. (Ontario). Faculty of Education.

Spons Agency—Ontario Dept. of Education, Toronto.

Pub Date 75

Note—18p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Academic Achievement, *Classroom Environment, *Mathematics, Mathematics Education, *Mathematics Instruction, Predictor Variables, *Psychological Needs, Secondary Education, Social Factors, Statistical Analysis, Student Attitudes, Student Characteristics, Teacher Attitudes

Identifiers—Canada, Ontario

This study shows that the psychosocial climate of a classroom has an effect on the learning of students. Consequently, teachers and supervisors should monitor the classroom climate and develop techniques for improving it. The subjects for the study were 1,100 secondary students in 48 mathematics classes in eastern Ontario. Variables in the study included pupil scholastic aptitude, student achievement, classroom climate as measured by the Learning Environment Inventory, and pupil characteristics such as social background, liking for school, and future orientation. (Author)

ED 101 474

EA 006 758

Ryan, Charlotte

The State Dollar and the Schools. A Discussion of State Aid Programs in Massachusetts and Promising Reforms.

Massachusetts Advisory Council on Education, Boston.

Pub Date 70

Note—29p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Educational Economics, *Educational Finance, Elementary Secondary Education, *Equal Education, *Equalization Aid, *Finance Reform, School Support, *State Aid, State School District Relationship

Identifiers—*Massachusetts

This report discusses the history and nature of State aid to education in Massachusetts. The report is both a summary and an update of information contained in four earlier studies that analyzed the economics of education in Massachusetts and the State's new equalizing education aid formula. The report recommends that the State adopt an unrestricted percentage equalizing plan coupled with a new program of local educational accounting. It suggests that since education is a State responsibility, at least 50 percent of school funding should come from State-levied resources, but not to the exclusion of substantial local support or without the expectation of a large Federal contribution in the future. The report also suggests that the method of State funding should itself contribute to the development of local initiative and public participation. (Author/DN)

ED 101 475

EA 006 759

Fostering Articulation Within and Between Schools. Commission on Schools Occasional Paper No. 1.

North Central Association of Colleges and Schools, Chicago, Ill.

Pub Date [74]

Note—25p.

Available from—Commission on Schools, North Central Association, 5454 South Shore Drive, Chicago, Illinois 60615 (\$1.00)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Administrator Responsibility, Annotated Bibliographies, *Articulation (Program), Elementary Secondary Education, Guidance Functions, *Instructional Program Divisions, Literature Reviews, *Management by Objectives, Nongraded System, *Program Coordination, Program Improvement, *Program Planning, Teacher Role, Ungraded Schools

The purpose of this booklet is to help elementary and secondary schools improve vertical articulation within their k-12 instructional programs. Although some authorities maintain that only an ungraded program can ultimately solve the articulation problem, this booklet describes a number of steps that can be taken to improve articulation within an administrative structure of rigidly graded schools and highly departmentalized programs. Separate short chapters discuss factors contributing to articulation problems, administrative responsibility for articulation, the role of guidance in articulation, the teacher's role in articulation, and implementation of a program of articulation. A brief review of selected literature on articulation is also included. (Author/JG)

ED 101 476

EA 006 760

Policies and Standards for the Approval of Optional Schools and Special Function Schools 1974-1975.

North Central Association of Colleges and Schools, Chicago, Ill.

Pub Date 74

Note—28p.

Available from—Executive Secretary of the Commission on Schools, 5454 South Shore Drive, Chicago, Illinois 60615 (Single copies free)

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—*Accreditation (Institutions), *Alternative Schools, *Educational Alternatives, Educational Programs, Elementary Secondary Education, Evaluation, *Policy, *Standards

The North Central Association of Colleges and Schools (NCA) Commission on Schools appointed a task force to develop proposed standards and devise different accreditation procedures for optional and special function schools. The task force was instructed to formulate accreditation standards and procedures that would not impose a sterile uniformity on these schools, but at the same time would permit meaningful decisions to be made concerning the quality of their educational programs. The standards contained in this booklet were adopted by the commission on March 27, 1974. (Author/MLF)

ED 101 477

EA 006 761

Policies and Standards for the Approval of Elementary Schools. Final Draft.

North Central Association of Colleges and Schools, Chicago, Ill.

Pub Date Aug 74

Note—58p.

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—*Accreditation (Institutions), Educational Facilities, *Educational Programs, *Elementary Education, Evaluation, *Policy, *Standards

The proposed standards for the accreditation of elementary schools within the North Central Association of Colleges and Schools region, contained in this booklet, were approved on December 20, 1974. The accreditation of elementary schools is intended to strengthen the interrelatedness of all levels of education and enable the elementary schools to share fully in the resources of time, funding, leadership, concern, and vision needed to stimulate excellence in education. (Author/MLF)

ED 101 478

80

EA 006 763

School Finance in Transition. Proceedings of the National Conference on School Finance (16th, Atlanta, Georgia, April 1-3, 1973.)

Florida Univ., Gainesville. Inst. for Educational Finance.; National Educational Finance Project, Gainesville, Fla.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date Apr 73

Note—227p.

Available from—Institute for Educational Finance, 1212 S.W. 5th Avenue, Gainesville, Florida 32601 (\$2.75, PB; \$3.75, HB)

EDRS Price MF-\$0.76 HC-\$12.05 PLUS POSTAGE

Descriptors—Capital Outlay (for Fixed Assets), *Educational Economics, *Educational Finance, Educational Legislation, Elementary Secondary Education, Equal Education, *Finance Reform, Full State Funding, Private Schools, Productivity, *School Support, *School Taxes, State Aid, Supreme Court Litigation, Teacher Supply and Demand

Identifiers—Elementary Secondary Education Act Title V, ESEA Title V

This document contains the proceedings of the 16th annual National Conference on School Finance. The conference participants included representatives of State education agencies, professional associations, and State legislatures, as well as professors of school finance. Topics discussed include fiscal neutrality, cost differentials and cost indices, the supply and demand of educational personnel, measuring productivity in education, full State funding of capital outlay, public funds and nonpublic schools, equal educational opportunity, educational legislation, and court decisions. Presentations also consider alternative fiscal solutions to equity problems in public school finance, the prospects for alternative tax sources for education, and school finance reform in the States. (Author/DN)

ED 101 479 95 EA 006 764

Financing the Public Schools of South Dakota.
National Educational Finance Project, Gainesville, Fla.

Spons Agency—South Dakota State Div. of Elementary and Secondary Education, Pierre.
Pub Date 73

Note—244p.; Related documents are ED 083 713 and ED 091 805

EDRS Price MF-\$0.76 HC-\$12.05 PLUS POSTAGE

Descriptors—Capital Outlay (for Fixed Assets), *Educational Finance, Educational Needs, Educational Programs, Elementary Secondary Education, *Finance Reform, Fiscal Capacity, *Program Costs, Resource Allocations, School Construction, School Organization, *School Support, *State Aid, Student Transportation, Tax Effort, Teacher Welfare

Identifiers—*South Dakota

This is the fourth of a series of comprehensive State school financing studies conducted by the National Educational Finance Project. The report provides a summary of study findings and recommendations, a brief overview of the existing State school support program in South Dakota, a complete report and summary of the findings of each of seven special studies, and recommendations for improving the South Dakota State school finance program. Special studies included in the report include a study and analysis of the sparsity factor in the apportionment of South Dakota State school support funds, an examination of the economic status of teaching personnel, a comparison of fiscal ability and fiscal effort among districts, cost indices for educational programs in South Dakota, an analysis of school district organization, an examination of the financing of public school construction, and an analysis and assessment of South Dakota's public transportation program. (Author/DN)

ED 101 480 EA 006 765

Cost Factors of Educational Programs in Florida.
Florida Univ., Gainesville. Inst. for Educational Finance.

Spons Agency—Florida State Dept. of Education, Tallahassee.

Pub Date Apr 74

Note—120p.

Available from—Institute for Educational Finance, 1212 S.W. 5th Avenue, Gainesville, Florida 32611 (\$1.00)

EDRS Price MF-\$0.76 HC-\$5.70 PLUS POSTAGE

Descriptors—*Educational Finance, Educational Needs, Educational Programs, Elementary Secondary Education, Program Budgeting, Program Costs, Resource Allocations, *Special Education, *State Aid, *Student Costs, *Unit Costs

Identifiers—*Florida

During 1973 the Florida Legislature enacted a new State school finance law that established allocation standards designed to accommodate the varying educational needs among individual pupils. The assigned cost factors increased the allocations for educational programs for pupils having special and high cost educational needs. This study provides the Florida Department of Education with programmatic cost factor information compiled from a review of the literature and the research on measurement of the educational needs and on development of cost factors, and with a cost analysis of educational programs in 24 selected Florida school districts for 1972-73. Part 1 of the study discusses the measurement of need

and cost factors while Part 2 gives the procedures and presents and analyzes the data from actual cost analysis in the 24 Florida school districts. No attempt is made to draw evaluative conclusions or to recommend changes in the present cost factors. (Author/DN)

ED 101 481 EA 006 766

Financing the Public Schools of Indiana. A Report for the Interim School Finance Study Committee and the Legislative Council.
Indiana State Legislative Council, Indianapolis.

Pub Date Dec 74

Note—229p.

EDRS Price MF-\$0.76 HC-\$12.05 PLUS POSTAGE

Descriptors—Capital Outlay (for Fixed Assets), *Educational Finance, Elementary Secondary Education, Equal Education, Equalization Aid, *Finance Reform, Fiscal Capacity, School Construction, *School Support, *School Taxes, Special Education, *State Aid, State School District Relationship, Student Transportation, Tax Effort, Vocational Education

Identifiers—*Indiana

This study focuses on the distribution portion of the State school program. It examines the shortcomings of the present system and makes recommendations for changes. The study also considers school transportation in Indiana, school facilities funding, fiscal ability and effort of Indiana school corporations, and compensatory education programs. Problems with Indiana's current school finance program are varied and complex: the basic formula for State aid has not been revised for several years; the recently enacted supplemental grant to aid low assessed valuation districts is very limited; special education and vocational education need sharp increases in funding if equal opportunity is to be provided; and the impact of inflation and the State-imposed levy freeze, coupled with the demand for additional or expanded educational programs, negate traditional school finance reform problem-solving approaches in searching for constructive alternatives. The study recommends a program that would not reduce funds for the high spending districts but would provide increased funds to the low spending districts. The study recommendations suggest a State school support program that will recognize the variations in educational needs among school corporations and at the same time will provide sufficient funds for each pupil in the State. (Author/DN)

ED 101 482 EA 006 771

Platt, William J.
The Faure Report: A Turning Point in Educational Planning.

Pub Date 29 Jun 73

Note—24p.; Paper presented at Science and Man in the Americas, Technical Symposium Educational Planning, AAAS and CONACYT (15th Mexico City, June 29, 1973)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Comparative Education, *Developing Nations, Educational Assessment, *Educational Change, Educational Coordination, *Educational Development, *Educational Innovation, Educational Needs, *Educational Planning, Educational Strategies, Elementary Secondary Education, Higher Education, Simulation, Speeches

Identifiers—Target Planning, UNESCO, *Vector Planning

The Report of the International Commission for the Development of Education reinforces the advances that are occurring in education and in overall development policy. At this turning point in education, planning must contribute to needed mutation and reform. Vector planning seems likely to supplement target planning as a means of identifying and programming needed reorientations and as a means of helping to learn experientially through feedback. Target planning is programming of activities to meet specified quantitative levels at specified times. Vector planning is the art of designing educational programs and innovations oriented toward desired directions of improvement and of incorporating feedback for correcting activities and, if necessary, goal structures. Planners have to accept responsibility for their potential political role; they must help in the formation of coalitions of clients, implementers, and beneficiaries to adopt and propagate innovations

along desirable vectors. The technique of simulation may assist in vector planning and in broadening participation in it. (Author/DN)

ED 101 483 EA 006 773

Financing Connecticut's Schools. Final Report of the Commission to Study School Finance and Equal Educational Opportunity.

Connecticut Commission to Study School Finance and Equal Educational Opportunity, Hartford.

Pub Date Jan 75

Note—83p.

EDRS Price MF-\$0.76 HC-\$4.43 PLUS POSTAGE

Descriptors—Educational Assessment, *Educational Finance, Educational Legislation, Educational Needs, Elementary Secondary Education, *Equal Education, *Equalization Aid, *Finance Reform, Foundation Programs, Property Taxes, School Taxes, Special Education, *State Aid, Statistical Data, Urban Education, Vocational Education

Identifiers—*Connecticut, Fiscal Neutrality

The commission's findings indicate that Connecticut's present system of school finance is inherently inequitable. Because educational expenditures rely primarily on local wealth, Connecticut towns differ in their ability to support education and to provide equal educational opportunity for all students. In order to increase equality of educational opportunity, the commission recommends that the State assume a substantially increased share of educational costs. Basic features of the plan include a State guarantee of a minimum property tax base per pupil; increased State support for urban, vocational, and special education; the continuance of a State grant of \$250 per pupil in average daily membership; and the expansion of existing property tax relief programs to provide greater coverage for low income groups. The appendix contains simulations of the effects of the school finance reform on State aid, school expenditures, and school tax rates on a town or school district basis. Other tables compare differences in wealth among towns and in school expenditures between districts. (Author/DN)

ED 101 484 EA 006 774

Stieber, Gertrude N.
Wages and Salaries Paid Support Personnel in Public Schools, 1974-75. Part 3: National Survey of Salaries and Wages in Public Schools.

Educational Research Service, Washington, D.C.

Pub Date 75

Note—66p.; Related documents are ED100 042 and 043

Available from—Educational Research Service, Inc., 1815 North Fort Myer Drive, Arlington, Virginia 22209 (\$10.00, single copy; \$25.00, three-volume set; Quantity discounts)

Document Not Available from EDRS.

Descriptors—*Ancillary Services, Clerical Workers, Elementary Secondary Education, Food Service Workers, *National Surveys, Public Schools, *Salaries, School Maintenance, *School Personnel, School Secretaries, Student Transportation, Teacher Aides, *Wages

Identifiers—Support Personnel

This publication is Part 3 of a three-part report on a national survey of salaries and wages in the public schools. The survey, conducted in fall 1974, collected data on salaries or annual earnings of five selected clerical positions and on hourly wage rates of five selected nonclerical support positions. The clerical category includes secretaries/stenographers, accounting or payroll clerks, and clerk-typists employed in central-office positions as well as school secretaries/stenographers and library clerks employed in individual school buildings. The nonclerical support category includes instructional and noninstructional teacher aides, building custodians, cafeteria workers, and bus drivers. The purpose of the survey is to provide school administrators with accurate, timely, and reliable data for comparative purposes. Wage and salary data are analyzed according to four enrollment groupings, four per pupil expenditure levels, eight geographic regions, and by tabular listings of individual districts. The first volume (Part 1) reports salaries scheduled for professional personnel. The second volume (Part 2) reports salaries actually paid professional personnel. (Author/DN)

EC

ED 101 485 32 EC 061 530

Gates, Jane K. And Others

Encouraging Language Development Through Experience: An Aid to Language Programming.

Rhode Island State Div. of Mental Retardation, Providence; Rhode Island Univ., Kingston. Dept. of Speech.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Report No.—49-55H-72

Pub Date 72

Note—133p.

EDRS Price MF-\$0.76 HC-\$6.97 PLUS

POSTAGE

Descriptors—*Class Activities, *Curriculum Guides, Custodial Mentally Handicapped, Exceptional Child Education, Individual Activities, *Language Development, *Lesson Plans, *Mentally Handicapped, Motor Development, Perceptual Motor Coordination, Trainable Mentally Handicapped

Identifiers—Elementary Secondary Education Act Title I, ESEA Title I

Presented are approximately 110 lesson plans for six mental age levels (from 0-9 months to 3 1/2-4 1/2 years) to teach language, gross motor skills, and manipulative skills to severely and profoundly retarded children. Provided for each lesson is information on the experience area (whether motor or language), the dominant modality used, materials needed, appropriate setting (whether classroom or individual activity area), and number of participants. Also provided are a general description of the activity instructions, helpful suggestions, and referral to associated lessons. Teachers are encouraged to coordinate daily lessons around similar concepts and to make use of all available time to teach useful skills and needed words and concepts. Examples of activities are licking off a portion of food placed on upper lip (Level I-gross motor), following the light of a flashlight on a wall (Level II-language), making instant pudding (Level III-manipulative), looking for a hidden object (Level IV-gross motor), passing a bean bag (Level V-manipulative), and describing self (Level VI-language). (DB)

ED 101 486 EC 062 880

Vicker, Beverly A., Ed.

Nonoral Communication System Project: 1964-1973.

Iowa Univ., Iowa City. Univ. Hospital School.

Pub Date 74

Note—261p.

Available from—Campus Stores, 17 West College Street, The University of Iowa, Iowa City, Iowa 52242 (\$7.50)

Document Not Available from EDRS.

Descriptors—Case Studies, Communication (Thought Transfer), *Communication Skills, Equipment, Exceptional Child Education, Hospitalized Children, Instructional Materials, *Language Programs, *Multiply Handicapped, *Nonverbal Communication, Physically Handicapped, *Program Descriptions, Program Design, Program Effectiveness, Speech Handicapped

Identifiers—Dysarthria

Five papers comprising the monograph describe a nonoral communication program which evolved from the clinical experiences of speech pathologists and physical therapists with severely dysarthric, physically handicapped children in a hospital school. Explicated are such aspects of nonoral communication as oral speech dysfunction systems of nonoral communication, nonoral message production with a communication board, and noncommunicative uses of picture and word cards. The inception of the program and subsequent experimental programming are recounted in discussions of frames, language materials, therapy, and case studies. A project evaluation paper reports observations made by the clinical staff as well as modifications in evaluation procedures, communication board and frame design, and programming rationale/procedures, evolved between 1968 and 1973. Examined is the role of the occupational therapist in custom designing communication board frames as it relates to the assessment of physical skills, individual needs, and frame design. An extensive case report is included

which illustrates the following areas of communication board programming with a 4-year-old child: speech and language skills prior to programming; program design rationale, content, and materials; presyntactical programming; syntactical programming; index system programming, and parent reports. Appendices contain sample communication display materials used between 1964 and 1967 and between 1967 and 1973, and communication board display frames. (GW)

ED 101 487 EC 070 634

Mecham, Merlin J.

A Preliminary Study of the Hierarchical Dependencies of Functional Language Milestones.

Pub Date Oct 73

Note—9p.; Paper presented at the International Symposium on Learning Disabilities (San Diego, California, October 1973); Not available in hard copy due to poor reproducibility

EDRS Price MF-\$0.76 HC Not Available from

EDRS. PLUS POSTAGE

Descriptors—*Child Development, Exceptional Child Research, Institutionalized (Persons), *Language Development, *Language Learning Levels, Learning Processes, Maturation, *Mentally Handicapped, *Sequential Learning

Fifty-two institutionalized mentally handicapped children (average CA of 12 years) were engaged in a study attempting to determine whether there are ordinal dependencies in various scales of developmental milestones or supra-structural behaviors in language, and if so, the degree to which hierarchical levels within given categories serve as functional prerequisites to later levels in the same category. A shadow or blackout method was used in which Ss' language disorders were evaluated in terms of degree of co-absence of various linguistic milestones below their baseline level of development, while other types of parallel behavior were found to be present. The language behaviors considered were those which comprise the first 20 items on the Utah Test of Language Development. Data indicated that the invariable co-absences found should not be attributed completely to chance factors, but should be considered due either to hierarchical dependencies or nosological dependencies. (GW)

ED 101 488 EC 070 635

Keating, Daniel P.

Preconscious Cognitive Development at the Level of Formal Operations.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date [Oct 73]

Note—93p.; Ph.D. Dissertation, The Johns Hopkins University

EDRS Price MF-\$0.76 HC-\$4.43 PLUS

POSTAGE

Descriptors—*Comparative Analysis, *Developmental Psychology, Exceptional Child Research, *Gifted, *Intelligence Tests, Intermediate Grades, Junior High Schools, Students, *Task Performance

Identifiers—Piaget (Jean)

One hundred nine fifth and seventh graders, classified as either bright or average, were tested to determine the relationship of intelligence (as defined by scores on psychometrically derived tasks) and developmental precocity (defined in terms of Piagetian theory). Specific measures used were the Iowa Tests of Basic Skills, Raven's Standard Progressive Matrices and Piagetian tasks (conservation of volume, displacement, the balance, and the period of a pendulum). The major finding was that students who scored higher on psychometric measures of intelligence were also developmentally advanced in Piaget's sequence of cognitive developmental stages. The finding did not contradict Piagetian theory since out-of-sequence successes were not observed. (Author/GW)

ED 101 489 EC 070 636

Lake, Thomas P., Ed.

Career Education: Exemplary Programs for the Handicapped.

Council for Exceptional Children, Reston, Va. Information Center on Exceptional Children.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.; National Inst. of Education (DHEW), Washington, D.C. Task Force on Dissemination.

Pub Date 74

Contract—OEC-0-72-5182

Note—98p.; An Edited Version of an Abt Associates Report

Available from—Council for Exceptional Children, 1920 Association Drive, Reston, Virginia 22091 (\$5.75)

EDRS Price MF-\$0.76 HC Not Available from

EDRS. PLUS POSTAGE

Descriptors—Adolescents, *Career Education, Exceptional Child Education, *Handicapped Children, *On the Job Training, *Program Descriptions, *Vocational Education, Work Study Programs, Young Adults

The publication contains reports of six career education programs for handicapped adolescents and young adults. Described is the Career Development Center, an alternative high school program in Syosset, New York, which offers academic and vocational learning opportunities to students (15 to 21 year old) who have difficulty adjusting to public schools. Examined is a mobile van program in which the employment potentials of tenth grade special education students in Baltimore, Maryland, are assessed by means of psychometric tests, work samples, and observation of work behavior. Also noted is Project SERVE in St. Paul, Minnesota, in which approximately 437 educable mentally handicapped students (grades 10-12) spend half of each day either at the school or in community-based job training programs. Project Worker of Fullerton, California, is characterized as a program in which teenaged job seekers learn to locate jobs and interview, develop job skills, and train in settings both on and off campus. The Technical Vocational Program for Deaf Students is reported to include a 12-week preparatory program designed to help postsecondary deaf students in social, vocational, and academic adjustment as well as courses in industrial, technical, business, distributive, health, and service areas. The Vocational Village of Portland, Oregon, is said to offer personalized career education to young persons (14 to 21 years old) who have dropped out of high school, been referred by penal institutions and the courts, or transferred from regular high schools due to physical, mental, or emotional problems. (GW)

ED 101 490 EC 070 637

Bransford, Louis A., Ed. And Others

Cultural Diversity and the Exceptional Child.

Council for Exceptional Children, Arlington, Va.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date 74

Note—87p.; Proceedings of an Institute and Conference Program (Las Vegas, Nevada, August 1973)

Available from—Council for Exceptional Children, 1920 Association Drive, Reston, Virginia 22091 (\$5.00)

EDRS Price MF-\$0.76 HC Not Available from

EDRS. PLUS POSTAGE

Descriptors—*Conference Reports, *Cultural Background, *Cultural Differences, *Culturally Disadvantaged, Disadvantaged Youth, *Educational Needs, Exceptional Child Education, Minority Groups

Provided are selected proceedings from the Conference on Exceptional Children at which minority educators and educators from the dominant society discussed the special educational needs of culturally and linguistically different children. One speaker offers suggestions for ways in which a knowledge of linguistics can be used to assess the potential of minority children. Four sessions concerning the linguistic and cultural patterns of Asian, black, Indian, and Spanish persons are summarized. Another address focuses on ways in which the culturally different student comes into conflict with traditional curricula. Ethnic perspectives on cultural diversity are presented in six articles on the following topics: the language and cultural diversity of black Americans, the learning style of the Mexican American, learning styles and Asian culture, the conflict of values involved in the education of the Native American, the Asian American's search for identity, and the Puerto Rican in New York City schools. Participants' evaluations of the institute are included. Appendices contain a copy of the institute evaluation form, a list of additional papers presented at the conference, excerpts from a 3-month followup report, and a list of tape cassettes on cultural diversity. (GW)

ED 101 491

EC 070 638

Kreuger, Mark L., Comp. Newman, Elizabeth, Comp.

Perspectives on Gifted and Talented Education: Arts and Humanities.

Council for Exceptional Children, Reston, Va. Information Center on Exceptional Children; Office of Education (DHEW), Washington, D.C. Office for Gifted and Talented.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Oct 74

Note—87p.

Available from—Council for Exceptional Children, 1920 Association Drive, Reston, Virginia 22091 (\$4.00)

EDRS Price MF-\$0.76 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—*Community Resources, Directories, *Educational Needs, Exceptional Child Education, *Financial Support, Fine Arts, *Gifted, *Humanities

The handbook on education in the arts and humanities for gifted and talented students includes a state-by-state directory of resources (especially councils and committees) and 20 articles exploring aspects of arts and humanities education, financial support, the education of gifted students, and community resources. Eleven articles address such topics as art education, theatre in education, the creative uses of film in education, and aesthetic education. Financial support for arts and humanities programs is discussed in three articles on amendments to Title IV of the Elementary and Secondary Education Act, federal monies, and state monies. The education of gifted youth is examined in three articles on what can be done for rural gifted children, the culturally different gifted child, and the education of handicapped gifted children. Another three articles focus on issues in the identification and utilization of community resources for programs for the gifted. (GW)

ED 101 492

EC 070 639

Olsen, Carl F. And Others

Instructional Materials Thesaurus for Special Education, Second Edition. Special Education IMC/RMC Network.

Special Education IMC/RMC Network, Arlington, Va.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date Jul 74

Note—42p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Exceptional Child Education, *Handicapped Children, *Information Retrieval, *Instructional Materials, Instructional Materials Centers, National Programs, *Reference Books, *Thesauri

The thesaurus delineates the standard terminology used to index and retrieve instructional materials for exceptional children in the Special Education Instructional Materials Center/Regional Media Centers Network. The thesaurus is presented in three formats: an alphabetical listing (word by word rather than letter by letter), a rotated index, and a listing by category. The alphabetical listing of descriptors provides definitions for all terms, and scope notes which indicate the scope or boundaries of the descriptor for selected terms. Numerous cross references are provided. In the rotated index format, all key words excluding prepositions and articles from single and multiword format, each descriptor has been placed in one or more of 19 categorical groupings. (GW)

ED 101 493

EC 070 640

Title III in Special Education.

President's National Advisory Council on Supplementary Centers and Services, Washington, D.C.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Jan 72

Note—35p.

Journal Cit—The Title III Quarterly; Jan 1972

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Exceptional Child Education, *Federal Aid, Federal Legislation, *Handicapped Children, *Program Descriptions, *Special Education
Identifiers—*Elementary Secondary Education Act Title III, ESEA Title III

The journal on special education programs funded under Title III of the Elementary and Secondary Education Act contains articles on three projects, abstracts of other projects, a picture story on San Diego Schools' outdoor classroom for special education, and a state by state listing of all Title III special education projects. The programs described in some detail include a developmental center concerned with the early identification, early multisensory intervention, and correct educational placement of rubella children in Washington and surrounding states; a learning disabilities diagnostic center in Chesterfield County, Virginia; and a school near Wilmington, Delaware which organized its special educational services around a learning center staff who would be available to all children in need of special help rather than around special classes for separate disability groups. Included is a picture story of the project for handicapped children at the San Diego zoo which attempts to motivate students toward learning. Two other articles survey Title III projects for deaf, blind, and language disabled children and area wide projects in special education. (GW)

ED 101 494

EC 070 992

Project CHILD: Final Report.

Texas Education Agency, Austin.

Note—442p.; For related information see EC 070 975 through EC 070 991

EDRS Price MF-\$0.76 HC-\$22.21 PLUS POSTAGE

Descriptors—Elementary School Students, Exceptional Child Education, Exceptional Child Research, Identification, Inservice Teacher Education, *Intervention, *Language Handicapped, Learning Disabilities, *Performance Based Teacher Education, Program Development, *Program Effectiveness, Remedial Instruction, *Screening Tests
Identifiers—*Project CHILD

Presented is the final report of Project CHILD, a research effort to develop and validate screening procedures for the identification of language disabled (LD) children, three intervention models for LD children, and a competency based teacher education model. In the two phases of the first study, a battery of screening tests was evaluated with a total of approximately 8,400 elementary grade children. Results led to the recommendation of the LD Screen-Pupil Behavior and LD Screen-Syllabication instruments as efficient screening tests. In the second study, on intervention models, the effectiveness with 210 LD children in 18 classrooms of the following three models was compared: Alphabetic, Phonetic, Structured Linguistic (APSL); Programmed Instruction; and Individually Prescribed Program. Results indicated that the APSL approach was slightly more effective with low achieving students and that students in all three programs had positive attitudes. In the final study, a performance based staff development program was evaluated with 14 resource teachers and three regular teachers. Results showed that LD children taught by the teachers in the experimental staff development program demonstrated higher academic achievement and more positive attitudes than students of teachers in the control group. (DB)

ED 101 495

EC 071 083

Connor, Frances P., Ed. And Others

Professional Preparation of Educators of Crippled Children: Competency-Based Programming. Report of a Special Study Institute, December 1971.

Arizona Univ., Tucson. Dept. of Special Education; Columbia Univ., New York, N.Y. Teachers College.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date [72]

Grant—OEG-0-71-1564(603)

Note—76p.; For information on related institutes see ED 059 560 and EC 071 084

EDRS Price MF-\$0.76 HC-\$4.43 PLUS POSTAGE

Descriptors—*Behavioral Objectives, *Conference Reports, Exceptional Child Education, *Performance Based Teacher Education, *Physically Handicapped, Teacher Education
Reported are proceedings and results from a special study institute (1971) which examined competency-based programming to train teachers of the crippled and otherwise health impaired (COHI). Findings and recommendations of a

previous conference (West Point, 1970) are noted. Common themes of conference papers are given such as the need for change in the procedures used to prepare teachers in COHI programs and the need for procedures based on well defined behavioral objectives. The four-step process used by the conferees in developing behavioral objectives is described, applied to two competencies, and evaluated. Detailed are 27 objectives and performance criteria developed by conference work groups for training teachers in the areas of assessment, instructional approaches, and coordination of services. A 3-year plan for improving teacher education through the identification of teacher competencies with behavioral objectives is outlined from phase 1 (describing competencies) to phase 5 (implementation in regular classrooms). Listed are nine final conference recommendations such as the need for review of competencies by state and regional panels. Four general session presentations (covering topics such as implementation and evaluation of competency-based models), a list of institute personnel, and a brief explanation of the working format of the institute are appended. (LS)

ED 101 496

EC 071 084

Connor, Frances P., Ed. Cohen, Michael J., Ed. **Leadership Preparation for Educators of Crippled and Other Health Impaired-Multiply Handicapped Populations. Report of a Special Study Institute, New York, March 1973.**

Columbia Univ., New York, N.Y. Teachers College.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Div. of Training Programs.

Pub Date [73]

Grant—OEG-0-72-4298(603)

Note—137p.; For information on related institutes see ED 059 560 and EC 071 083

EDRS Price MF-\$0.76 HC-\$6.97 PLUS POSTAGE

Descriptors—Community Role, *Conference Reports, Exceptional Child Education, *Leadership Training, Multiply Handicapped, Performance Based Teacher Education, *Physically Handicapped, Professional Education, Social Change, *Teacher Education

Reported are proceedings and results from a special study institute (1973) related to development of a leadership training program for educators of crippled and other health impaired-multiply handicapped (COHI-MH) persons. Noted are contributions of two previous conferences (in 1970 and 1971). Presented are reports of five task forces on the following topics: the process of social change (including trends in higher education and issues affecting COHI-MH); a working definition of COHI-MH; teacher education for COHI-MH; community agency involvement; and suggestions for implementation of the leadership training program. Five prepared papers on the right to education, the impact of the changing social scene, continuing education and the leadership training institute in learning disabilities are included. Listed are major conclusions of the conferees such as the need for special educators to influence responses to social and cultural changes and the need for continuous review and evaluation of COHI-MH teacher education. Appended are tentative goals and corresponding competencies to be obtained by prospective COHI-MH teachers (in areas such as management of physical and medical problems), a list of institute participants, and the schedule of institute activities. (LS)

ED 101 497

EC 071 085

Directory of Resources for the Developmentally Disabled.

Florida Developmental Disabilities Planning and Advisory Council, Tallahassee.

Pub Date 74

Note—227p.

EDRS Price MF-\$0.76 HC-\$12.05 PLUS POSTAGE

Descriptors—*Agencies, *Cerebral Palsy, Community Resources, Community Role, *Directories, *Epilepsy, Exceptional Child Services, *Mentally Handicapped, Regional Programs, Residential Care, State Programs
Identifiers—*Developmental Disabilities, *Florida
The directory identifies resources which provide services to cerebral palsied, epileptic, and mentally retarded citizens of Florida. Listed are names and addresses of Division of Retardation

facilities; private agencies such as the Florida Association for Retarded Children, the Epilepsy Foundation of America, and United Cerebral Palsy of Florida; and public agencies under the Department of Health and Rehabilitative Services (including the divisions of Family Services, Mental Health, and Children's Medical Services). A key to use of the directory, a map of Florida (showing the counties and the 11 Division of Retardation regions), and a diagram showing the structure of Department of Health and Rehabilitative Services are provided. The major portion of the directory lists local organizations (divided by regions) alphabetically by counties and gives information such as services provided, fees, and criteria for acceptance of clients. Also included are definitions of services (such as evaluation and treatment), a list of residential facilities, an alphabetical index to agencies and organizations included in the directory, and a list of Florida cities and the counties in which they are located. (LS)

ED 101 498 **EC 071 086**
National Conference on Child Abuse: A Summary Report.

Children's Hospital of the District of Columbia, Washington, D.C.

Spons Agency—National Inst. of Mental Health (DHEW), Rockville, Md.

Pub Date 74

Note—51p.

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—*Child Abuse, *Conference Reports, *Disadvantaged Youth, *Exceptional Child Services, *Government Role, *Identification, *Interagency Cooperation, *Legal Responsibility, *Prevention, *Public Education, *Rehabilitation, *Research Needs, *Social Change, *Workshops

Presented are key addresses and workshop summaries of the National Conference on Child Abuse (1973). Stressed by key speakers was the need for a coordinated, multidisciplinary effort at federal, state, and local levels in the areas of prevention, identification, and treatment of child abuse and neglect. Considered in the workshop summaries were five major problem areas: identification, legislation, prevention and rehabilitation, education, and research. Recommendations by conference participants included improved health care for infants and preschool children, establishment of a National Center on Child Abuse to coordinate and disseminate information and to report on model laws; rehabilitation services (such as crisis intervention, job placement, and parent education) for the entire family unit; and family and community education with regard to prevention, casefinding, and nonpunitive therapeutic intervention. Discussed in a closing session were the issues of the social aspects of child abuse; research, evaluation, and clinical support functions of the proposed National Center; and the need to respect anonymity in order to obtain full cooperation from child-abusing parents who seek professional help. Names and addresses of conference participants are listed. (LH)

ED 101 499 **EC 071 174**
Weiner, Ken. Ed.
Drugs and the Handicapped Child.

New York State Education Dept., Albany. Bureau for Physically Handicapped Children.; Rochester City School District, N.Y. Dept. of Special Education.

Pub Date 74

Note—166p.; Proceedings from Special Studies Institute, Rochester, New York

EDRS Price MF-\$0.76 HC-\$8.24 PLUS POSTAGE

Descriptors—Affective Behavior, Drug Abuse, *Drug Education, Educational Methods, Educational Objectives, *Emotionally Disturbed, *Exceptional Child Education, *Learning Disabilities, *Legal Responsibility, *Peer Relationship, *Values

Reported are proceedings of a conference on drugs and the handicapped child. Provided is the transcript of discussions which centered on the use of legal (prescribed for medical and educational reasons) as well as illegal drugs. Considered are the following major topics: an overview of drug problems in the United States and of drug education in the Rochester (New York) schools; medical aspects and utilization of drugs for learning disabled and hyperactive children; a

legal officer/counselor's view of drug utilization and drug abuse; a human development approach to drug education; counseling services at a community center serving high school drug users; methods and materials used in Rochester (New York) drug education classes; instructional methods and resource materials for drug education; values clarification and drug use; educational techniques in drug abuse education; and the peer group approach to drug education. Given are recommendations for an effective drug education program which stressed a mental health approach, peer interaction, and examination of personal value systems. Also included are a basic bibliography of 18 books on affective education, composite results of pre- and posttests by conference participants, and composite evaluation results indicating that most conference participants felt that proceedings were valuable. (LH)

ED 101 500 **EC 071 187**
Stephens, Estherdale Jones, Linda
An Educator's Blueprint: A Guide to Programs and Services K-12.

Note—116p.; Portions of this guide were developed in Cook County School District 153, Homewood, Illinois

EDRS Price MF-\$0.76 HC-\$5.70 PLUS POSTAGE

Descriptors—Administrative Organization, *Exceptional Child Education, *Guidelines, *Inservice Teacher Education, *Learning Disabilities, *Professional Personnel, *Program Design, *Program Planning, *Resource Centers, *Resource Teachers, *Role Perception, *Student Evaluation, *Student Placement, *Teacher Qualifications

Written for administrators, learning disabilities (LD) teachers, psychologists, and parents, the guide consists of a plan for providing programs and services for LD children (K-12). LD children are assigned to resource rooms for a portion of each school day with the goal of remediation and return to the educational mainstream. Outlined are five levels of service (from developmental kindergarten programs to private placement) and specific service objectives for each level. A model of an educational core team is presented, and the roles of team members such as the classroom teacher, reading specialist, and psychologist are listed. Organizational options such as the diagnostic-consultative option and the resource option are described and their advantages and disadvantages examined. Among sample proposals for program planning are a parent-school interaction program and an elementary screening program. Detailed are LD teacher qualifications and interview questions and guidelines for starting an LD resource room. Suggestions for planning inservice training include workshop objectives, types of meetings, and a form for inservice evaluation. Charts on admission and screening processes and forms for prereferral and pupil evaluation are among procedural guidelines covered. Appended are lists of organizations serving LD children, professional journals, inservice films, tests, and materials. (LS)

ED 101 501 **95** **EC 071 188**
Walsh, John J. And Others
An Assessment of Vocational Education Programs for the Handicapped Under Part B of the 1968 Amendments to the Vocational Education Act.

Final Report.

Olympus Research Corp., Salt Lake City, Utah. Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Planning, Budgeting, and Evaluation.

Pub Date Oct 74

Contract—OEC-0-73-6639

Note—294p.

EDRS Price MF-\$0.76 HC-\$14.59 PLUS POSTAGE

Descriptors—Employer Attitudes, *Exceptional Child Research, *Federal Legislation, *Financial Policy, *Handicapped Children, *National Surveys, *Parent Attitudes, *Program Evaluation, *State Programs, *Statistical Data, *Student Attitudes, *Vocational Education

Presented is the final report (1974) of an assessment of vocational education programs for the handicapped under Part B of the 1968 Amendments to the Vocational Education Act which included the requirements that 10 percent of each state's basic vocational education grant be expended exclusively for the handicapped. Part I focuses on assessment at the state level

and includes a statistical overview of vocational education programming for the handicapped in all 50 states, and the following information based on a survey of 25 sample states: a description of state administrations, a financial profile of the states, and a discussion of policy issues (such as minority and handicapped staffing). Part 2 consists of results of on-site assessments made at 92 projects for the handicapped in 24 states and includes a statistical overview of the sample, and information on policy and planning at the local level, project administration, and the instructional programs. Presented in Part 3 are results of approximately 1,000 case study interviews with participants and their parents and 94 interviews with employers. Findings and conclusions of the complete study are summarized and recommendations based on the study (such as the need for monitoring of state expenditures by the Office of Education) are outlined in Part 4. Appended are 33 tables of participant and parent data. (LS)

ED 101 502 **95** **EC 071 200**
Hart, Verna

A Team Teaching Practicum for Teacher Preparation in Multiple Handicaps. Final Report.

George Peabody Coll. for Teachers, Nashville, Tenn.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date Dec 72

Grant—OEG-0-70-4814

Note—347p.

EDRS Price MF-\$0.76 HC-\$17.13 PLUS POSTAGE

Descriptors—Child Development, *Class Activities, *Communication Skills, *Concept Formation, *Elementary Education, *Exceptional Child Research, *Multiply Handicapped, *Parent Education, *Practicums, *Psychologists, *Self Care Skills, *Severely Handicapped, *Student Teaching, *Teacher Education, *Teacher Evaluation, *Team Teaching

Described is a team teaching noncategorical practicum experience for education and psychology students, aides, and parents of multihandicapped children ages 4 to 13 years. Reviewed are the advantages (such as greater teacher flexibility and increased exposure to other adults) of a clearly defined and organized team teaching approach. Reported are evaluations of the student teacher based on such factors as assessment, programming, and teaching skills, as well as participant evaluation of the practicum at its completion and 1 year later. Involvement of parents is detailed, including appended suggestions for counseling and teaching management skills. Ten appendices comprise more than half the document and include a summary of the characteristics of the classroom children and their disabilities, sample evaluation forms, a discussion of using the Bayley Test with multihandicapped children, a listing of the infants in the home teaching program, descriptions of staff inservice workshops in Pennsylvania and Florida, illustrations of materials for multihandicapped children, and a proposal for operant audiometry with difficult to test multihandicapped children. Also provided is a manual for parents and teachers of severely handicapped children with charts and teaching suggestions for self-help skills (eating, dressing, toileting, and grooming), motor development (including body image and balance), and concept and communication skills (nonverbal, preverbal, and verbal communication). (CL)

ED 101 503 **EC 071 201**
Charges Made by the National Federation of the Blind Against the National Accreditation Council for Agencies Serving the Blind and Visually Handicapped.

Comptroller General of the U.S., Washington, D.C.

Spons Agency—Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

Pub Date Sep 74

Note—100p.

EDRS Price MF-\$0.76 HC-\$4.43 PLUS POSTAGE

Descriptors—*Accreditation (Institutions), *Agency Role, *Arbitration, *Blind, *Evaluation, *Exceptional Child Services, *Government Role, *National Organizations, *Visually Handicapped Identifiers—National Accreditation Council Blind, National Federation of the Blind

Presented is a report submitted by the General Accounting Office (GAO) concerning its investigation of charges made by the National Federation of the Blind (NFB) against the National Accreditation Council for Agencies Serving the Blind and Visually Handicapped (NAC). It is explained that the GAO reviewed NFB allegations that the NAC does not act in the best interests of the blind, holds closed board meetings, and does not adequately represent users of services for the blind and visually handicapped. The organization and functions of the NAC, the NFB, the American Council of the Blind, and the Blind Veterans Association are described. Discussed are the following aspects of NAC: its financial activities and recognition as an accrediting body; its accreditation standards; and the accreditation process and consumer representation in NAC affairs. Attention is given to evaluations of NAC performance by the Brookings Institution and the Social and Rehabilitation Service. Also considered are such issues as the benefits of accreditation, whether accreditation is required to receive federal funding, and the extent of organizational support for NAC. The report points out that the Commissioner of Education's Advisory Committee on Accreditation and Institutional Eligibility decided it had not found cause for revoking NAC's recognized status. (LH)

ED 101 504 **EC 071 207**
Education for All Handicapped Children, 1973-74, Part 3. Hearings Before the Subcommittee on the Handicapped of the Committee on Labor and Public Welfare, United States Senate, Ninety-Third Congress, First Session on S. 6 to Provide Financial Assistance to the States for Improved Educational Services for Handicapped Children.

Congress of the U.S., Washington, D.C. Senate Committee on Labor and Public Welfare.
 Pub Date 74

Note—672p.; Hearing Held in St. Paul, Minnesota (October 19, 1973) and Harrisburg, Pennsylvania (March 19, 1974); For Parts 1 and 2 See ED 094 505 and 506

EDRS Price MF-\$1.08 HC-\$33.64 PLUS POSTAGE

Descriptors—Exceptional Child Education, Federal Aid, Federal Legislation, Financial Policy, *Financial Support, *Guidelines, *Handicapped Children, *Legislation, Program Budgeting, Public Support

Identifiers—Subcommittee on the Handicapped

Presented is the transcript of hearings held in Minnesota and Pennsylvania in 1973 and 1974 before the Senate Subcommittee on the Handicapped of the Committee on Labor and Public Welfare, on S.6, a bill to provide financial assistance to the states for improved exceptional educational programs. Reported are statements by committee members (including Senators W. Mondale and H. Humphrey), special educators (such as professor M. Reynolds), directors of special programs (such as R. Scott, director of special education for Pittsburgh public schools), and local governmental officials. Additional information such as articles, publications, and communications dealing with financial issues in special education are also provided, as well as an appendix presenting guidelines from North and South Dakota and Wisconsin. (CL)

ED 101 505 **95** **EC 071 208**
Interim EMR-EH Program; End of Project Year Report: 1972-1973. ESEA, Title III Project.

Clark County School District, Las Vegas, Nev. Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.; Nevada State Dept. of Education, Carson City.

Report No.—38-72-0207-0

Pub Date 73

Note—111p.

EDRS Price MF-\$0.76 HC-\$5.70 PLUS POSTAGE

Descriptors—*Academic Achievement, *Behavior Change, Course Objectives, Curriculum, *Educable Mentally Handicapped, Educationally Disadvantaged, *Evaluation Methods, Exceptional Child Education, Mentally Handicapped, Operant Conditioning, Parent School Relationship, Program Descriptions, *Program Evaluation, Secondary Education, Student Evaluation

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III

Presented is the end of project year (1972-1973) report of an interim program to improve the academic performance and behavior of 48 educable mentally retarded and educationally handicapped adolescents 12- to 17-years-old who had been excluded from special education classes. Reported are performance measures (such as teacher developed inventories and anecdotal records) in four revised program objectives: student achievement in specialized curriculum to develop reading, arithmetic, social, and preoccupational skills; increased student academic output and rate of appropriate behavior through implementation of operant principles; successful student return to regular special education programs; and parent contact. Included in the appendixes are sample student evaluation forms in social living and occupational skills, an explanation of the reinforcement point system used, and the anecdotal records of the 48 students. (CL)

ED 101 506 **EC 071 223**
Leach, Ethel
Teach with Leach: Hints for Teachers of MBI Children.

Pub Date 71

Note—28p.; Not available in hard copy due to quality of original document

EDRS Price MF-\$0.76 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—*Class Activities, Exceptional Child Education, Learning Disabilities, *Minimally Brain Injured

Briefly described are approximately 110 activities appropriate for use with minimally brain injured children. Examples of activities are sorting beans, tracing pictures from coloring books, making a 'catch and pitch' mitt out of an empty bleach bottle, and using the Viewmaster to encourage interest in geography. Also included are directions for structuring playground activities and making various types of modeling dough. (DB)

ED 101 507 **EC 071 224**
Travis County Mental Retardation Services Plan of the Travis County Mental Retardation Planning Council.

Austin - Travis County Mental Health - Mental Retardation Center, Tex.

Pub Date Sep 72

Note—69p.

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—*Agencies, *Community Organizations, Community Planning, *Delivery Systems, Educational Needs, Exceptional Child Services, *Mentally Handicapped, Normalization (Handicapped), Prevention, *Program Planning, Rehabilitation

Identifiers—Texas, Travis County

Presented is a county wide (Travis County, Texas) plan developed by 12 human service agencies to provide comprehensive educational, maintenance, and prevention services to the mentally retarded of all ages. Described are three underlying principles: human ecology (which stresses an individual approach to fulfillment), normalization, and community responsibility for all people. Detailed are educational services (including early childhood, academic, and career education), rehabilitation services (such as vocational counseling and job training), and curative services (including crisis intervention and health insurance). The section on maintenance deals with such issues as adequate income maintenance, living arrangements, and transportation services. Prevention aspects of the plan are discussed regarding common health hazards and the provision of comprehensive health care. Major implications of the plan are listed for 15 community agencies in terms of education, rehabilitation, maintenance, and prevention factors. Provided is an 8-year (1972-80) calendar guideline for service and program development. (CL)

ED 101 508 **EC 071 226**
Blessing, Kenneth

An Eleven Year Follow-Up of Adult Former Students of Wisconsin Public School Classes for the Trainable Mentally Retarded. Monograph No. 1.

Wisconsin State Dept. of Public Instruction, Madison. Div. for Handicapped Children. Spons Agency—Wisconsin Association for Retarded Children, Madison.

Pub Date 72

Note—40p.; Monograph Series: Program Accountability in Special Education; For related information see ED 015 571

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—*Adjustment (to Environment), Adults, Community Programs, *Community Services, Daily Living Skills, Exceptional Child Research, *Followup Studies, Institutions, Mentally Handicapped, Parent Child Relationship, Parent Role, Self Care Skills, *Trainable Mentally Handicapped

The second stage of a followup study examined the life circumstances and adaptive skills of 44 adult former students of Wisconsin classes for the trainable retarded. Results of interviews with the retardates' parents showed that 14 percent more adults had been institutionalized since 1962. 72 percent of the Ss were involved in community programs as compared to the earlier figure of 15 percent. 77 percent of the families were receiving financial assistance, and few parents had made realistic future plans for the retardate. Ss showed strengths in such skill areas as mobility, self-care, and personal adjustment while weaknesses were usually in specific abilities including shopping, reading, and the use of money. Identified were the following needs: systematic analysis and development of local small group homes, coordinated planning between home and public school with greater emphasis on instructional carryover into adulthood, increased parent education, and augmented day care services. Results demonstrated the need for an integrated model of services to the moderately retarded. (CL)

ED 101 509 **88** **EC 071 227**
Model for Children's Learning Centers. Second Year Report.

Afton School District, St. Louis, Mo.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date 31 Jul 73

Note—19p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Academic Achievement, Exceptional Child Education, *Identification, *Learning Disabilities, *Program Evaluation, Regular Class Placement, Remedial Instruction, *Resource Centers, School Districts

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III

Presented is the second year (1972-73) report of the Afton School District's (Saint Louis, Missouri) program (funded under Title III) to provide diagnostic studies of elementary grade learning disabled (LD) children, learning centers in four elementary schools for LD children, and adequate programming to allow LD children to be returned to the regular classroom within one academic year. Described are the testing procedure and the project design. Evaluation showed that 176 children were given the diagnostic battery, that the 136 children who were enrolled in the Learning Centers improved in academic areas such as visual motor integration and reading comprehension, and that 40 percent of the enrolled children were returned to the regular class by the end of the academic year. (DB)

ED 101 510 **95** **EC 071 228**
A Plan for Educational Consultant Services for Preschool Handicapped Children. Final Report.

Allegheny County Schools, Pittsburgh, Pa. Exceptional Children's Program.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date 30 Jun 74

Note—63p.

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—*Consultation Programs, Exceptional Child Education, *Handicapped Children, Home Visits, Interdisciplinary Approach, Itinerant Teachers, *Parent Education, *Preschool Education, Preschool Evaluation

Identifiers—Elementary Secondary Education Act Title VI, ESEA Title VI

Presented is the final report of a 1973-74 Title VI project which provided educational consultant services for approximately 67 preschool handicapped children in Allegheny County, Pennsylvania. Explained is the project's use of a medical, psychosocial, educational team approach to pro-

vide parent education, and teaching of handicapped children in the home and in preschools throughout the county. Steering committee members, cooperating agencies, and information dissemination strategies are listed, and referral and assessment procedures are summarized. The major portion of the document consists of five appendices containing the following information: a statistical analysis of project participants; a list of services provided (such as educational evaluation); examples of referral forms used and a summary of referral sources; assessment data from pre- and postdevelopmental evaluations; and summaries of parent and staff reactions to the project. (LS)

ED 101 511 95 EC 071 229

Asp, Carl W.

The Effectiveness of Low-Frequency Amplification and Filtered-Speech Testing for Preschool Deaf Children. Final Report.

Tennessee Univ., Knoxville.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Bureau No.—522113

Pub Date 30 Nov 73

Grant—OEG-0-9-522113-3339(032)

Note—89p.

EDRS Price MF-\$0.76 HC-\$4.43 PLUS POSTAGE

Descriptors—Audio Equipment, *Auditory Training, Aurally Handicapped, Curriculum Guides, *Deaf, Exceptional Child Research, Listening Skills, *Preschool Education, Speech Improvement, *Speech Skills, *Speech Tests, Teaching Methods, Test Validity

Identifiers—*Verbo Tonal Method

During a 3-year period, 20 preschool deaf children were matched and given auditory training by the Verbo-tonal method using two different amplification systems (one which amplified from 200 to 5000 hertz and the other from 20 to 5000 hertz). There were three main goals: (1) to compare two different amplification systems to determine if the addition of frequencies in the 20 to 200 hertz range could facilitate the acquisition of speech perception and speech production skills in young deaf children; (2) to evaluate if severely impaired children could be trained auditorily by using aural/oral procedures such as the Verbo-tonal method; and (3) to evaluate filtered-speech testing for young deaf children. There was no significant difference between the speech reception/production scores of the two groups. Both groups showed significant improvement, indicating that the verbo-tonal method was effective in the auditory training of severely hearing-impaired children. The filtered speech testing produced similar detection thresholds to those of pure-tone audiometry. (Appendixes include a review of literature on the use of low-frequency amplification with the hearing impaired, a Verbo-tonal method materials list, and a curriculum guide for using the Verbo-tonal method.) (Author/LS)

ED 101 512 EC 071 230

McCaill, William P. And Others

Directory of Organizations Interested in the Handicapped. (Revised 1974).

People-To-People Committee for the Handicapped, Washington, D.C.

Spons Agency—George Washington Univ., Washington, D.C.; Social and Rehabilitation Service (DHEW), Washington, D.C.

Pub Date 74

Note—51p.

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—Adults, Agencies, *Directories, *Employment, Employment Potential, Exceptional Child Services, Federal Government, *Handicapped Children, International Organizations, *National Organizations, *Rehabilitation

The directory lists 98 private and federal agencies and organizations concerned with the techniques, training, treatment, devices, and procedures used in rehabilitating and employing the handicapped. Listings are in alphabetical order and usually include an address and telephone number, names of executive officers, and a description of purposes, programs, and publications. Organizations such as the American Association on Mental Deficiency, the Blind Veterans Association, and the U.S. Civil Service Commission are included. Also provided are names and addresses of approximately 120 additional

organizations interested in the handicapped. (LS)

ED 101 513 EC 071 231

Yamaguchi, Kaoru

The Application of Operant Principles to Mentally Retarded Children. (RIIEC Research Bulletin 1).

Tokyo Gakugei Univ. (Japan). Research Inst. for the Education of Exceptional Children.

Pub Date Sep 72

Note—29p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—*Behavior Change, *Case Studies, *Custodial Mentally Handicapped, Exceptional Child Research, Mentally Handicapped, *Operant Conditioning, *Self Care Skills, Trainable Mentally Handicapped, Training Techniques

Presented are six case studies demonstrating the application of operant conditioning principles to teaching self-care skills and modifying deviant behavior in six moderately to profoundly retarded children 5- to 15-years-old in Japan. Included in the case histories, such as that of a moderately retarded 12-year-old who was toilet trained, are descriptions of the child's history, the training procedures, and the results of operant conditioning. (CL)

ED 101 514 EC 071 232

Izawa, Shuji Uchiyama, Takeji

Application of Multivariate Analysis to Quantitative Classification of EEG Patterns of the Mentally Retarded. (RIIEC Research Bulletin 2).

Tokyo Gakugei Univ. (Japan). Research Inst. for the Education of Exceptional Children.

Pub Date Mar 73

Note—30p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—*Electroencephalography, Exceptional Child Research, *Mentally Handicapped, Neurology, *Statistical Analysis

Described are two different statistical methods (component and discriminant analysis) used to compare electroencephalographic patterns of normal and three types of mentally retarded persons ages 7- to 41-years-old. (CL)

ED 101 515 EC 071 233

Mizutani, Tohru And Others

Analysis of the Averaged Visually Evoked Potentials in Normal Children. (RIIEC Research Bulletin 3).

Tokyo Gakugei Univ. (Japan). Research Inst. for the Education of Exceptional Children.

Pub Date Mar 73

Note—18p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Age Differences, Childhood, Early Childhood, *Electroencephalography, Exceptional Child Research, Eye Movements, *Handicapped Children, Visual Perception, *Visual Stimuli

Identifiers—*Average Visually Evoked Potentials

Evaluated were the properties and fine structures of averaged visually evoked potentials (AVEP) in 60 normal children between the ages of 2 and 9 years. Electroencephalographic recordings were taken while white diffuse flashes were used to deliver visual stimuli to the Ss. Three types of AVEP patterns were discerned, with no relationship observed between AVEP types and age of Ss; however, AVEP latencies of the third type appeared to be closely related to age. Results implied that AVEP latency is related to age in early developmental stages but becomes unrelated to age at later stages. (LH)

ED 101 516 EC 071 234

Itaka, Kyoko A.

A Study in Early Speech Development: A Preliminary Approach for Systematic Observation. (RIIEC Research Bulletin 4).

Tokyo Gakugei Univ. (Japan). Research Inst. for the Education of Exceptional Children.

Pub Date Mar 74

Note—44p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—*Case Studies, Exceptional Child Research, Expressive Language, *Handicapped Children, Imitation, Infancy, *Language Development, Nonverbal Communication, *Parent Child Relationship, Verbal Ability

A normal Japanese boy (11-months-old) was observed while playing alone and while interacting with his mother to study the child's physical and vocal imitation and to determine the relationship between his use of physical (nonverbal) and vocal (verbal) communication. During 10 free play sessions, four observers noted occurrences of such behavior as spontaneous physical contact with the mother, lack of response to the mother, and vocalization by the child while he played alone. It was found that the child vocalized more when he played with his mother than when he played alone and that vocal interaction between mother and child tended to become and was usually associated with physical interaction. (LH)

ED 101 517 EC 071 259

Schein, Jerome D. Delk, Marcus T., Jr.

The Deaf Population of the United States.

National Association of the Deaf, Silver Spring, Md.; New York Univ., N.Y. Deafness Research and Training Center.

Pub Date 74

Note—336p.

Available from—National Association of the Deaf, 814 Thayer Avenue, Silver Spring, Maryland 20910

Document Not Available from EDRS.

Descriptors—Aurally Handicapped, Communication Skills, *Deaf, Death, *Demography, Diseases, Economics, Educational Background, Exceptional Child Research, Family Characteristics, Geographic Distribution, Incidence, *National Surveys, Occupations, *Statistical Data

Presented are data from the National Census of the Deaf Population (NCDP) which gathered information on the size, geographic distribution, and characteristics of the deaf population of the U.S. The population studied is defined as those persons who could not hear and understand speech and who had lost (or never had) that ability prior to 19 years of age. The first chapter provides an introduction and overview of results of the census. Six chapters analyze the deaf population under the following topics: size, distribution, and salient characteristics; civil status, family composition, and fertility; education and communication; occupation; economic status; and morbidity and mortality. Chapter 7 explains the design and execution of the survey. Appendixes include a list of organizations and individuals who contributed names to the NCDP (arranged by state); a summary of a special meeting on problems of identifying the black deaf population; observations on sample design for the NCDP; and an interviewer's manual for the NCDP. (LS)

ED 101 518 EC 071 260

Gallagher, James J., Ed. And Others

Windows on Russia: A Report of the United States-USSR Seminar on Instruction of Handicapped Children.

Council for Exceptional Children, Reston, Va. Information Center on Exceptional Children.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Report No.—DHEW-OE-74-05001

Pub Date 74

Note—118p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Order No. DHEW-(OE)-74-05001)

Document Not Available from EDRS.

Descriptors—Administration, *Comparative Education, Educational Planning, Exceptional Child Education, *Foreign Countries, *Handicapped Children, Language Development, National Organizations, *Program Descriptions, Research Utilization, Teacher Education

Identifiers—*Union of Soviet Socialist Republics, USSR

Presented is the report of a travel seminar to the Soviet Union in late 1972 by 12 American special educators as part of a reciprocal agreement for an exchange of educators. The eight chapters were written by seminar participants with expertise in the area being considered. The text opens with a general discussion of the administration of education for handicapped children in the Soviet Union which includes nationwide adoption of highly structured curricula, methods, and texts. The second chapter focuses on the application of formative research findings to the Russian classrooms. Provided in the chapter on teacher training is a summary of the 5-year undergraduate program which is financed

by the Ministry of Education and includes both academic and practicum experiences. Educational planning through successive 5-year plans is explained in the next chapter to be the method by which educational reforms are determined and put into effect. Noted in the chapter on the developmentally backward and emotionally disturbed are the current process of distinguishing the developmentally backward child and the exclusion of the emotionally disturbed from the handicapped population. The high emphasis placed on combating speech and language problems is discussed in the following chapter. The chapter on programs and organizations serving the handicapped focuses on five special schools for children with various handicaps as well as special institutes and centers. The final chapter gives the impressions of a journalist on the development of the Russian culture and its educational ideologies. (DB)

ED 101 519 EC 071 261

Fraser, G.M. Blockley, J.
The Language Disordered Child: A New Look at Theory and Treatment.

Pub Date 73

Note—56p.

Available from—Distributed in the USA by Humanities Press Inc., 450 Park Avenue South, New York, New York 10016

Document Not Available from EDRS.

Descriptors—Aurally Handicapped, Case Studies, Educational Philosophy, Exceptional Child Education, Exceptional Child Research, *Language Handicapped, *Language Programs, Learning Disabilities, Nonverbal Learning, *Perceptual Development, *Theories

Identifiers—*Great Britain

Presented are three papers, written over a period of 2 and a half years (1971-72) which describe the evolution of a treatment for language disordered children based on work at the Braidwood Audiology Unit (London). In the first paper results of diagnostic psychological tests administered to approximately 500 language disordered and hearing impaired children are related to writing on the nature of language by psycholinguists and philosophers. Described is the application with a 6-year-old boy of a nonverbal program which improved expressive language by concentrating on perceptual development. Explored in the second paper is the relationship between conceptual form and language, and considered are various definitions of the nature of language. The third paper deals with the relationship between perception and speech, focusing on the treatment of two language disordered brothers (2- and 3-years-old). (LS)

ED 101 520 EC 071 262

Gargiulo, Richard Michael

The Effect of Labels Only and Labels with Instruction on the Concept Attainment of Educable Mentally Retarded and Normally Developing Boys of School Age. Technical Report No. 301.

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—WRDCL-TR-301

Pub Date May 74

Contract—NE-C-00-3-0065; OEC-5-10-154

Note—234p.

EDRS Price MF-\$0.76 HC-\$12.05 PLUS

POSTAGE

Descriptors—Age, *Concept Formation, *Educable Mentally Handicapped, Exceptional Child Research, Learning Processes, Mentally Handicapped, *Teaching Methods, *Verbal Learning

Examined were the effects of verbal labels alone and in combination with two types of instruction on the concept attainment of 80 educable mentally retarded and 80 normal boys of school age matched for mental age. For learning the concept "equilateral triangle" Ss were randomly assigned to one of four experimental treatment conditions: verbal labels and instruction on pentagon labels, verbal labels and instruction on equilateral triangle labels, verbal labels only, and verbal labels and instruction on cutting out labels (control). Administered was the Equilateral Triangle Test Battery, with subtests measuring concrete, identity, and classificatory concept attainment. Analysis of test scores indicated the following findings: (1) as hypothesized, boys of higher mental age performed better than boys

with lower mental age; (2) as hypothesized, there was no significant difference in the mean scores of the educable retardates and normal Ss; (3) the hypothesized treatment effect was found only for the vocabulary measure of the formal level subtest; and (4) the normal boys performed at the classificatory level while the retardates did not. Included in the eight appendixes are drawings of stimulus materials, samples of instructional lessons, and teacher evaluation forms. (Author/CL)

ED 101 521 EC 071 263

Myers, Marvin L. And Others

Master Planning Guide for Instructional Objectives. Colorado State Plan for the Developmentally Disabled.

Colorado State Dept. of Institutions, Denver. Div. of Developmental Disabilities.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date May 74

Note—80p.

EDRS Price MF-\$0.76 HC-\$4.43 PLUS

POSTAGE

Descriptors—Adjustment (to Environment), *Behavioral Objectives, *Communication Skills, Exceptional Child Education, Handicapped Children, *Leisure Time, *Motor Development, *Normalization (Handicapped), *Perceptual Motor Coordination, *Prevocational Education, *Reading Skills, *Self Care Skills

Identifiers—Developmental Disabilities, Elementary Secondary Education Act Title I, ESEA Title I

Presented by the Master Planning Committee of the Colorado Department of Institutions and the Division of Developmental Disabilities is a behavior inventory of sequential skills in four areas basic to the normalization of developmentally disabled persons. Instructional objectives are listed in the following areas: physical, including perceptual motor, fine motor, and gross motor skills; communication including writing, reading, speech and language skills; self-management and daily living skills; and employment including work performance, administrative routine, and self-employment skills. Objectives are arranged in defined levels, (such as advanced ball handling skills) and broken down into sequential steps (such as client moves to catch 5" ball when rolled to him). (CL)

ED 101 522 EC 071 297

Novotny, Patricia Ann

Mainstreaming the EMR Is Neither a Panacea Nor a Simple Solution: A Research Study.

Pub Date Aug 74

Note—22p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS

POSTAGE

Descriptors—*Educable Mentally Handicapped, Exceptional Child Research, Individualized Instruction, Locus of Control, Mentally Handicapped, Normalization (Handicapped), *Peer Relationship, *Regular Class Placement, *Social Adjustment, Special Classes, *Teacher Attitudes, Teaching Methods

Reviewed are research studies and their implications regarding mainstreaming educable mentally retarded (EMR) students. Discussed are studies dealing with topics such as the following: academic changes, learning potential status (stressing the need for individualization), emotional and social adjustment, locus of control (citing the difference between students with high and low learning potential), social acceptance of the EMR (demonstrating that social acceptance does not naturally accompany mainstreaming), teacher attitudinal changes, and factors to consider in integration of the EMR (emphasizing the importance of teacher strategies to foster interaction between students). Listed are nine points to consider in mainstreaming, including the issues of full- or part-time integration and selection of students. Provided are approximately 50 references. (CL)

ED 101 523 EC 071 311

White, Ann H.

NCEMMH Report on Needs in Special Education.

National Center on Educational Media and Materials for the Handicapped, Columbus, Ohio.

Note—12p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS

POSTAGE

Descriptors—*Educational Needs, Evaluation, Exceptional Child Education, *Handicapped Children, Information Services, Inservice Teacher Education, Instructional Materials, Intervention, *Literature Reviews, Regular Class Placement

Identifiers—*National Center on Educational Media Materials, NCEMMH

Presented is a literature review on national special education needs in the following areas: information; mainstreaming; evaluation of student progress; a systems approach; early identification and intervention; legislation; and the training of teachers, paraprofessionals, and parents to work with handicapped children. It is explained that the NCEMMH can help educators to plan, organize, and implement improved instruction of handicapped students by developing systems for identifying and reporting special education needs, for evolving and field-testing instructional materials, and for facilitating communication between teachers, school districts, state-regional resource and materials centers, state departments of special education, and the NCEMMH. (LH)

ED 101 524 EC 071 312

Belland, John C.

Testimony for the Senate Subcommittee on the Handicapped: 1973.

National Center on Educational Media and Materials for the Handicapped, Columbus, Ohio.

Pub Date 73

Note—3p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS

POSTAGE

Descriptors—*Delivery Systems, Educational Technology, Evaluation, Exceptional Child Education, Federal Aid, *Handicapped Children, *Information Systems, *Instructional Materials, *Instructional Media, Program Budgeting

Identifiers—*National Center on Educational Media Materials, NCEMMH

Presented is a transcript of testimony for the Senate Subcommittee on the Handicapped. Considered is the role of the National Center on Educational Media and Materials for the Handicapped (NCEMMH) in regard to needs assessment, field testing, and quality control of instructional materials as well as in coordinating the development of a national information and delivery system for instructional materials. Cited is the need of the NCEMMH for long-range dependable federal funding to support its efforts for handicapped children, especially in the area of educational technology. (LH)

ED 101 525 EC 071 313

Marshall, William J. A.

Behavioral Objectives in the Classroom: Fact or Fantasy?

Note—7p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS

POSTAGE

Descriptors—*Behavioral Objectives, Educational Planning, Evaluation Criteria, Exceptional Child Education, *Handicapped Children

Examined are differences of opinion among educators in regard to the value of using behavioral objectives in the classroom. Noted are objections such as that cognitive and affective goals are often difficult to describe and to assess in behavioral terms. The author concludes that both advocates and critics of behavioral objectives are involved in describing the teaching-learning process and that behavioral terms are the clearest means educators currently possess for communicating their instructional intentions. (LH)

ED 101 526 EC 071 314

Lent, James R. And Others

Direction Following of Retarded and Nonretarded Adolescents: A Comparative Study. Working Paper No. 271.

Parsons State Hospital and Training Center, Kans.

Pub Date May 72

Note—38p.; For related information, see EC 071 317

EDRS Price MF-\$0.76 HC-\$1.95 PLUS

POSTAGE

Descriptors—Adolescents, *Educable Mentally Handicapped, Exceptional Child Research, *Learning Characteristics, *Listening Comprehension, Mentally Handicapped, *Receptive Language, Sequential Learning

Identifiers—Directions, *Project MORE

Ability to follow imperatives with one to five separate directives was measured in 18 retarded (mean IQ 50) and 18 nonretarded adolescents. Recorded were the number and sequence of directions correctly followed as well as the types of errors made. The retarded adolescent demonstrated deficiencies in following two, three, and four directives, while the scores on one and five directives were not significantly different in the two groups. The retarded group scored lower on sequential performance of directive, suggesting possible differences in the two groups' acquisition strategies. (CL)

ED 101 527 EC 071 315

Keilitz, Ingo. *And Others*

Increasing Mentally Retarded Adolescents' Verbalizations About Current Events. Working Paper No. 278.

Parsons State Hospital and Training Center, Kans.

Pub Date Aug 72

Note—26p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Adolescents, Behavior Change, Educable Mentally Handicapped, Exceptional Child Research, Institutionalized (Persons), Mentally Handicapped, *Operant Conditioning, *Teaching Methods, Television, *Time Factors (Learning), *Trainable Mentally Handicapped, *Verbal Communication

Identifiers—*Project MORE

Operant conditioning principles were used to promote verbalizations based on current event television news stories in three institutionalized 15-year-old retardates. Percentages of correct responses concerning the videotaped news segments were recorded in four experimental conditions: baseline, massed news with tokens and praise contingent on appropriate verbal response, news distributed over time without reinforcement, and distributed news with contingent tokens and praise. Results indicated that the use of reinforcement and distribution of the news positively affected the Ss' verbal behavior. Demonstrated was the affect on verbalization of antecedent conditions (exposure to television news), suggesting television's potential as an aid in language instruction. (CL)

ED 101 528 EC 071 317

Fernet, Casper L. *And Others*

The Direction Following Behavior of Mentally Retarded Adolescents as a Function of Verbal Rehearsal. Working Paper No. 283.

Parsons State Hospital and Training Center, Kans.

Pub Date Jan 73

Note—32p.; For related information see EC 071 314

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Adolescents, Exceptional Child Research, Learning Characteristics, Listening Comprehension, Mentally Handicapped, *Receptive Language, Retention, *Teaching Methods, *Trainable Mentally Handicapped, Verbal Learning

Identifiers—Directions, *Project MORE

Assessed were the effects of verbal placeholding and full verbal rehearsal (verbalizing about the critical components and sequence) on the direction following behavior of 14 institutionalized retarded adolescents (mean IQ 48). A control group from the same institution participated in practice sessions without the verbal rehearsal stress. Pre- and posttest measures of correctly followed and sequenced directives indicated that both practice and rehearsal strategies facilitate direction following performance. Three appendixes provided details of testing situations. (CL)

ED 101 529 EC 071 318

Holvoet, Jennifer F. *And Others*

Mand Interactions in Retarded and Nonretarded Adolescents: An Observational Study in Vocational Settings. Working Paper No. 299.

Parsons State Hospital and Training Center, Kans.

Pub Date Aug 73

Note—28p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Adolescents, Exceptional Child Research, Institutionalized (Persons), Interpersonal Competence, *Job Skills, *Language Development, *Mentally Handicapped, Trainable Mentally Handicapped, Verbal Ability

Identifiers—*Project MORE

A three-unit contingency record of the types of mands (instructions, commands, directions, and questions) presented, the classes of response evoked, and the consequent conditions for the responses was used in an observational study of "mand interactions" between supervisors and employees of four groups: nonretarded adolescents living and working in the community; moderately and mildly retarded institutionalized adolescents working in the community; and moderately and mildly retarded adolescents living and working in an institution. The results provided some evidence that the majority of mands in vocational settings are in an explicit form requiring an observable response; incorrect responding to mands per se is virtually nonexistent in vocational settings; and consequences of responses to mands are usually unobservable, i.e., neither positive nor negative. Training emphases indicated by the data involved acquisition of verbal repertoires including inquiry skills and conversational skills which may serve as socially acceptable alternatives to immediate compliance with mands. (Author)

ED 101 530 EC 071 319

Horne, R. Don. *Keilitz, Ingo*

Training of Toothbrushing Behaviors of Mentally Retarded Adolescents. Working Paper No. 305.

Parsons State Hospital and Training Center, Kans.

Pub Date Apr 74

Note—20p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Adolescents, Behavior Change, *Dental Health, Exceptional Child Research, Institutionalized (Persons), Mentally Handicapped, Reinforcement, *Task Analysis, *Trainable Mentally Handicapped, *Training Techniques

Identifiers—*Project MORE

A comprehensive toothbrushing program including detailed task analysis and specific training procedures was developed and evaluated for eight institutionalized mentally retarded adolescents (mean IQ 43.1). The first group of four Ss received token plus social reinforcement while the second group received only social reinforcement. All eight Ss showed significant improvement in their toothbrushing behaviors when compared to baseline measures, and six Ss met the criterion of correct performance in two of three consecutive sessions. (Author/CL)

ED 101 531 EC 071 320

Childress, Dorothy, *Comp.*

A Demonstration Program for Intensive Training of Institutionalized Mentally Retarded Girls: Five Year Summary. (June 1965-July 1970).

Parsons State Hospital and Training Center, Kans.

Spons Agency—Public Health Service (DHEW), Washington, D.C.

Pub Date [70]

Note—299p.; For related information see EC 017314, 315, 317, and 319

EDRS Price MF-\$0.76 HC-\$14.59 PLUS POSTAGE

Descriptors—*Demonstration Projects, Educational Programs, Exceptional Child Research, *Institutionalized (Persons), Interpersonal Competence, Job Skills, Mentally Handicapped, *Normalization (Handicapped), Staff Improvement, Teaching Methods, *Trainable Mentally Handicapped, *Training Techniques

Identifiers—*Project MORE

Described in a 5-year summary report is a demonstration project for training institution personnel to teach community adjustment behaviors to 71 moderately retarded institutionalized girls (IQ 25-55), ages 6 to 21-years-old. Discussed are training procedures (systematic application of positive and negative consequences, fading, and imitation) in the following areas: personal skills, including cleanliness, grooming, and appropriate sitting and walking; social skills involving speech, interpersonal relations, and attitudes; occupational skills such as home management and sheltered workshop-type activities; and educational skills including word recognition, writing, time-telling, counting, and arithmetic. Reviewed are the demonstration functions of the project, including publications, consultations, and conventions. Seven appendixes include details of step by step training programs. (CL)

ED 101 532

Cook, Iva Dean, *Comp.*

Annotated Bibliography of Special Education Instructional Materials.

West Virginia Coll. of Graduate Studies, Institute. Spons Agency—West Virginia State Commission on Mental Retardation, Charleston.

Pub Date Sep 74

Note—345p.

EDRS Price MF-\$0.76 HC-\$17.13 PLUS POSTAGE

Descriptors—*Bibliographies, Curriculum Guides, Educable Mentally Handicapped, Exceptional Child Education, Filmstrips, *Instructional Materials, *Instructional Materials Centers, Language Instruction, Mathematics, *Mentally Handicapped, Perceptual Motor Learning, *Resource Guides, Trainable Mentally Handicapped

Identifiers—*West Virginia

The annotated bibliography lists approximately 900 commercially prepared materials available for statewide distribution from the West Virginia College of Graduate Studies Special Education Instructional Materials Center (WEIMC) for use in teaching educable (EMR) and trainable mentally retarded (TMR) students. Materials are grouped under subject matter categories such as art, industrial arts, music, phonics, and science, and under format classifications such as curriculum guides, filmstrips, and teaching machine programs. Entries usually contain the title, author, publisher, price, copyright date, SEIMC number, level (professional, EMR, or TMR), and a one sentence description of the content of the material. (LS)

ED 101 533 EC 071 328

A Descriptive Study of Nine Health-Based Programs in Child Abuse and Neglect.

American Academy of Pediatrics, Evanston, Ill.

Spons Agency—Health Resources Administration (DHEW/PHS), Bethesda, Md.

Pub Date Apr 74

Note—113p.

EDRS Price MF-\$0.76 HC-\$5.70 PLUS POSTAGE

Descriptors—*Child Abuse, Disadvantaged Youth, Exceptional Child Services, Health Services, Hospitals, Interdisciplinary Approach, *Program Descriptions, Questionnaires, *Surveys

Presented are reports of individual site visits and results of questionnaires describing nine child abuse and child neglect health-based programs located in Chicago, Denver, El Paso, Honolulu, Iowa City, Los Angeles, New York, Pittsburgh, and St. Paul. Included is information on funding, patient statistics, composition of teams, patient flow, cost of care, community resources, and treatment and rehabilitation services. Among similarities noted among programs are that all use a multidisciplinary approach, all offer medical and surgical care, and most have written guidelines for diagnosis and procedure. Also pointed out are areas of difference among programs such as in the pattern of intake sources, the role of nurses, and relationships with the legal profession. Summarized are overall impressions and conclusions of site visitors such as that a child abuse team cannot deal effectively with a community larger than half a million people and that major federal investments are needed in child abuse treatment and prevention. (LS)

ED 101 534 EC 071 879

Wyman, Raymond. *Eachus, Todd*

A Field Test of Electronic Telecommunication Terminals for the Deaf. Final Report, 1973-1974. Massachusetts Univ., Amherst.

Pub Date Sep 74

Grant—OEG-0-73-0534

Note—85p.

EDRS Price MF-\$0.76 HC-\$4.43 PLUS POSTAGE

Descriptors—Adult Education, Aurally Handicapped, *Business, Communication (Thought Transfer), Computers, *Deaf, *Educational Technology, Electromechanical Aids, Equipment Evaluation, Equipment Utilization, Exceptional Child Research, *Interpersonal Relationship, *Normalization (Handicapped), *Telephone Communication Systems

Identifiers—*TV Phone

Telecommunications devices for the deaf were evaluated in social communications, business

uses, and educational and general data systems uses. Approximately 80 TV Phones placed in the homes of deaf adults were evaluated in such areas as equipment utility and reliability, and user reaction, through collection instruments such as user questionnaires and electronic devices for recording cumulative time for calls. Business installation of the TV Phone was done at a Montgomery Ward's Catalog Sales Office and use by approximately 412 deaf persons in the area who were informed of the service was evaluated. Exploratory applications of the communications equipment in educational/systems utilization was done through the media departments of two schools for the deaf, and a university instructional technology department which examined its use as an on-line computer terminal for handicapped individuals confined to home. Users in the social setting reported advantages of the TV Phone such as compactness and portability and disadvantages such as the lack of hard paper copies of conversations (which TTYs provide). Utilization of the telephone catalog ordering service increased during the study period from approximately 3 orders per week to 8 to 12 orders per week. Educational uses for the TV Phone identified included continuing educational programming for deaf adults. (LS)

FL

ED 101 535 FL 004 283

Prokop, Manfred
Verbal Behavior in Foreign Language Instruction.
Pub Date [72]
Note—56p.

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—Behavioral Science Research, *Behavior Patterns, *Classroom Communication, Data Analysis, Interaction Process Analysis, *Language Instruction, Reactive Behavior, *Second Language Learning, Student Role, Student Teacher Relationship, Teacher Role, *Verbal Communication, Verbal Stimuli

The purpose of this study was to obtain quantitative nonevaluative data about verbal behavior used by instructor and students in the foreign language classroom. Two beginner and two intermediate German classes were tape-recorded for two weeks, then coded according to patterns. Frequencies of various verbal behavior patterns were analyzed. A reduction process was applied, resulting in patterns which were the basis for further analysis. The main conclusion is that instructor and student classroom utterances can be called "verbal behavior" because they can be grouped into recurring patterns, the basic pattern being the initiate-respond-evaluate cycle. Observation categories and results of the statistical analyses are appended. (AM)

ED 101 536 FL 004 599

Modern Languages and European Studies. CILT Reports and Papers 9.
Centre for Information on Language Teaching, London (England).

Pub Date Jun 73

Note—65p.

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—*Area Studies, Cross Cultural Studies, Curriculum Development, *European History, *Language Instruction, *Language Programs, *Modern Languages, Program Descriptions, Secondary Education, Second Language Learning

Identifiers—*European Studies

This publication is the result of a conference on foreign language teaching and European studies convened by the Centre for Information on Language Teaching and Research in February 1973. In the first chapter, which serves as an introduction to the volume, G. E. Perren summarizes current views about the relationship between foreign languages and European studies. In chapter 2 P. Freeman points out that European studies should more properly be called language area studies. The third chapter is divided into two parts. E. J. Neather supports the idea that the area studies curriculum is incomplete without a language element, and P. Whittington describes European studies courses at several British schools. Nonspecialist European studies

programs in the sixth form are discussed by P. Richardson in chapter 4. M. Brown writes about the Mill Hill French geography/history scheme in the fifth chapter, and German studies for the less able are recommended by A. F. Boxford in chapter 6. The seventh chapter treats the rationale behind area studies in the Schools Council Modern Language Project. T. Sirevag compares the educational role of foreign languages in Britain and Norway, and C. V. James presents six models of interrelationships between teaching languages and associated studies. Two papers prepared for but not discussed at the conference are printed as appendices. (PMP)

ED 101 537 FL 004 666

O'Malley, Michael H.

The Use of Prosodic Units in Syntactic Decoding.

Pub Date 13 Apr 73

Note—14p.; Paper presented at the Annual Meeting of the Acoustical Society of America (85th, Boston, Massachusetts, April 1973)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Deep Structure, Grammar, Intonation, Language Rhythm, *Linguistic Theory, *Phonological Units, *Phonology, Phrase Structure, *Sentence Structure, Speech, Structural Analysis, Suprasegmentals, Surface Structure, *Syntax

Identifiers—*Prosody (Linguistics)

This paper focuses on linguistic prosodic units related to boundaries between syntactic units. Specifically, rules for predicting the location of such boundaries, and factors affecting their location, are discussed. Examples are given on how prosodies can be used for syntactic analysis. Addressing the question of prosodic units and their distribution, two theories, both based on a hierarchy of units, are contrasted. A third theory, suggested as a possible basis for further refinement and testing is stated as follows: an NP that is not a single unstressed pronoun ends with a phrase- or clause-level boundary; NP's with embedded clauses have boundaries before the clause. A study conducted to test this rule is described, and several flaws in the rule are pointed out. Areas in the study of prosody that need further research are pinpointed. (AM)

ED 101 538 FL 004 840

Makkai, Valerie Becker

Transfer Grammar as the End Product of Contrastive Analysis. The PCCLLU Papers, Vol. 3, No. 4.

Hawaii Univ., Honolulu. Dept. of Linguistics.

Pub Date Apr 71

Note—10p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Contrastive Linguistics, *Descriptive Linguistics, *Grammar, *Linguistic Theory, Morphology (Languages), Phonology, Synchronic Linguistics

It is argued that the direct output of a contrastive analysis should be a transfer grammar, a single set of rules which would serve at one and the same time for transferring from language A to language B and from B to A. It is shown that such rules can be formulated either as equations or in the form of matrices. The elements involved can either be specific phonological or morphological forms, or they can be labels for one or more forms. Using such labels has the advantage that one may deal with several different levels of abstraction simultaneously. (Author)

ED 101 539 FL 005 691

Lawton, Ben

The Effective Audio-Visual Program in Foreign Language and Literature Studies.

Pub Date 74

Note—22p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Audiovisual Instruction, College Language Programs, Film Libraries, *Film Study, *Foreign Language Films, *Language Instruction, *Modern Language Curriculum, Second Language Learning, Semiotics, Video Tape Recordings

Foreign language teachers should exploit the American affinity for television and movies by using foreign language feature films and shorts in the classroom. Social and political history and literary trends illustrated in the films may be discussed and absorbed along with the language.

The author teaches such a course in the Department of Italian at UCLA, for which shorts and features were obtained from the Italian Consulate and the Instituto Italiano di Cultura, often free of charge. The discipline of semiotics analyzes the communicative value of signs and classifies them as arbitrary (as in written language), iconic (in visual language), or indexical (qualified iconic signs). The instructor may use the iconic and indexical signs in a film to teach the arbitrary signs, or vocabulary, of the foreign language. The second section of this paper deals with the teaching of film as literature. Methods of stylistic analysis used for written literature may be applied to film to increase understanding and research into this art form. (CK)

ED 101 540 FL 005 766

Dragonas, Phyllis J.

Differentiated Staffing in Foreign Languages.

Pub Date Nov 73

Note—20p.; Paper presented at the Annual Meeting of ACTFL (Boston, Massachusetts, November 1973)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Differentiated Staffs, *Language Instruction, *Language Teachers, Master Teachers, Paraprofessional School Personnel, Staff Role, Student Teaching, Teacher Administrator Relationship, Teacher Aides, Teacher Certification, Teacher Education, Teacher Influence, *Teacher Role, Volunteers

This paper argues that the present structure of foreign language education is inefficient and needs to be restructured in the direction of differentiated staffing. A model of such an organizational framework is presented, along guidelines which include: involvement of teachers in decision-making; a hierarchy based on professional, preservice, and paraprofessional levels; career incentives; and accommodation of student and teacher needs and abilities. Implications of this study include: the need for restructured teacher-training programs; new certification measures; the need for further research and experimentation in differentiated staffing for foreign language instruction. (AM)

ED 101 541 FL 005 794

The Russian Teen-ager and You, Part 1. Foreign Language: 7544.01.

Dade County Public Schools, Miami, Fla.

Pub Date 71

Note—32p.; An Authorized Course of Instruction for the Quinquennial Program

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—*Audiolingual Methods, *Course Content, *Course Descriptions, Course Objectives, Cultural Background, Cultural Context, *Curriculum Guides, Grammar, Instructional Materials, *Language Instruction, *Russian, Second Language Learning, Student Evaluation, Teaching Methods

Identifiers—*Quinquennial Program

This curriculum guide is designed for a course based on the text "ALM Russian," second edition, units 11, 12, and 13. The course focuses on the listening, speaking, reading, and writing skills as well as on cultural background material. Particular emphasis is placed on developing the student's knowledge of grammar. The guide includes a statement of the broad goals and performance objectives of the course, a summary of course content, suggestions for the expansion of material, a list of suggested activities, and sample evaluations. (PMP)

ED 101 542 FL 005 795

Programmed Latin I, Part 1. Foreign Language: 7513.05.

Dade County Public Schools, Miami, Fla.

Pub Date 71

Note—25p.; An Authorized Course of Instruction for the Quinquennial Program; For related document, see ED 090 781

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Audiolingual Methods, Course Content, *Course Descriptions, Course Objectives, Cultural Background, Cultural Context, *Curriculum Guides, *Language Instruction, *Latin, Second Language Learning, Student Evaluation, Teaching Methods

Identifiers—*Quinquennial Program

This curriculum guide is designed to be used in conjunction with the text "Artes Latinae," units 1-10. The course focuses on the listening, speaking, reading, and writing skills as well as on cultural background material. Emphasis is placed on developing a positive student attitude toward language learning. The student moves at his own pace through a series of lessons designed so that he may advance himself step-by-step toward comprehension of the structure and vocabulary of the language. The content covered is small but well-controlled. The guide includes a statement of the broad goals and performance objectives for the course, an inventory of the grammatical problems treated in each unit, suggestions for the expansion of material, a list of suggested classroom activities, and sample evaluations. (PMP)

ED 101 543 FL 005 796
Russian for the Science Minded. Foreign Language: 7544.05.

Dade County Public Schools, Miami, Fla.
Pub Date 71

Note—22p.; An Authorized Course of Instruction for the Quinquimester Program

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Course Content, Course Descriptions, Course Objectives, *Curriculum Guides, Cyrillic Alphabet, *Language Instruction, *Language Programs, *Languages for Special Purposes, *Russian, Sciences, Second Language Learning, Student Evaluation, Teaching Methods, *Translation

Identifiers—*Quinquimester Program

This course is designed to teach basic Russian terminology and structure which will allow the student, with the help of a good dictionary, to translate scientific material. Before taking the course, the student should control the Russian sound system and should be thoroughly familiar with the Cyrillic alphabet. This curriculum guide includes a statement of the broad goals and performance objectives of the course, a summary of course content, suggestions for the expansion of material, and sample evaluations. (PMP)

ED 101 544 FL 005 797
Latin: Ovid's Poetry, Foreign Language: 7515.05.

Dade County Public Schools, Miami, Fla.

Pub Date 71

Note—20p.; An Authorized Course of Instruction for the Quinquimester Program

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Course Content, Course Descriptions, Course Objectives, *Curriculum Guides, Language Instruction, *Latin, *Latin Literature, *Poetry, Reading Instruction, Reading Materials, Second Language Learning, Student Evaluation, Teaching Methods

Identifiers—*Ovid, Quinquimester Program

This curriculum guide is designed for a course based on Ovid's poetry. It includes a statement of the broad goals and performance objectives of the course, a summary of course content, suggestions for the expansion of material, sample evaluations, and a list of references. (PMP)

ED 101 545 FL 005 798
Latin: Vergil the Great Adventurer, Part 1.

Foreign Language: 7515.11.

Dade County Public Schools, Miami, Fla.

Pub Date 71

Note—19p.; An Authorized Course of Instruction for the Quinquimester Program

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Ancient History, Course Content, *Course Descriptions, Course Objectives, *Curriculum Guides, *Language Instruction, *Latin, *Latin Literature, Second Language Learning, Student Evaluation, Teaching Methods

Identifiers—Quinquimester Program, *Vergil

This curriculum guide is designed for use in a course based on the English translation of Book 1 of Vergil's "Aeneid." The life of the author is briefly surveyed along with the Augustan Age of Latin literature. A study of the dactylic hexameter and poetic devices used by Vergil is emphasized. The guide includes a statement of the broad goals and performance objectives for the course, a description of course content, sample evaluations, and a list of references. (PMP)

ED 101 546 FL 005 799
On the Russian Scene, Part 1, Foreign Language: 7545.01.

Dade County Public Schools, Miami, Fla.

Pub Date 71

Note—24p.; An Authorized Course of Instruction for the Quinquimester Program

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Audiolingual Methods, Course Content, *Course Descriptions, Course Objectives, Cultural Background, Cultural Context, *Curriculum Guides, Cyrillic Alphabet, *Language Instruction, *Russian, Second Language Learning, Teaching Methods

Identifiers—*Quinquimester Program

The basic content of this curriculum guide is the text "ALM Russian," second edition, units 20 and 21. Particular emphasis is placed on the listening, speaking, reading, and writing skills as well as on cultural background material. The guide includes a statement of the broad goals and performance objectives for the course, a summary of course content, suggestions for the expansion of material, sample evaluations, and a vocabulary list. (PMP)

ED 101 547 95 FL 005 829
Kachru, Braj B.

An Introduction to Spoken Kashmiri: A Basic Course and Reference Manual for Learning and Teaching Kashmiri as a Second Language—Parts 1 and 2.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No—BR-0-7750

Pub Date Jun 73

Contract—OEC-0-70-3981

Note—875p.

Available from—Braj B. Kachru, Department of Linguistics, University of Illinois, Urbana, Illinois 61801

EDRS Price MF-\$1.55 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—*Conversational Language Courses, Cultural Background, Glossaries, Grammar, *Instructional Materials, *Kashmiri, *Language Instruction, Pattern Drills (Language), Phonology, Poetry, Pronunciation, Pronunciation Instruction, Second Language Learning, Sociolinguistics, *Textbooks, Vocabulary

Identifiers—NDEA Title VI

This basic textbook of Kashmiri, the language of Srinagar, India, was designed for use in the classroom or in a self-instructional course and consists of two volumes. Volume 1 is divided into the following sections: (1) a brief sociolinguistic profile of Kashmiri, (2) phonology, (3) conversations (lessons 1-31), (4) advanced grammar, (5) review exercises, (6) narrative texts (lessons 32-45), and (7) examples of Kashmiri poetry (lessons 46-50). In each of the first 31 lessons, the lexical meaning of all new words is given before they occur in a Kashmiri sentence, for which the English translation is given. At the end of every lesson, there is a section of detailed notes on culture, grammar, and vocabulary, together with practice materials. In lessons 32-50, no explanatory notes are provided, but the English equivalents of important lexical items are given. Volume 2 includes a Kashmiri-English/English-Kashmiri glossary, a partial list of English borrowings in Kashmiri, a glossary of selected terms used in the text, and suggestions for further reading. (Author/PMP)

ED 101 548 FL 005 906
New York City Foreign Language Program for Secondary Schools: Chinese Levels 1 and 2.

New York City Board of Education, Brooklyn, N.Y. Bureau of Curriculum Development.

Pub Date 73

Note—174p.

Available from—Board of Education of the City of New York, Publication Sales Office, 110 Livingston Street, Brooklyn, New York 11201 (\$5.00, checks payable to Auditor, Board of Education)

EDRS Price MF-\$0.76 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—Advanced Placement Programs, Audiolingual Skills, *Audiovisual Aids, *Chinese, Chinese Culture, Curriculum Design, *Curriculum Guides, Evaluation Methods, Homework, *Language Instruction, Language Laboratories, Language Skills, Language Tests, Pattern Drills

(Language), Programmed Instruction, Reading Instruction, Team Teaching, Textbooks, Writing Skills

This curriculum bulletin is intended to serve as a guide to teachers and supervisors in teaching the fundamental Chinese language skills, in using audiolingual techniques, and in developing an understanding of China, its people and its civilization. Information and guidelines are presented for the following areas: (1) aims, content, and scope of levels 1 and 2; (2) developing the four basic language skills; (3) writing and using pattern drills; (4) textbooks and textbook adaptation; (5) use of the tape recorder; (6) homework; (7) the teaching of culture; (8) audiovisual resources; (9) the language laboratory; (10) testing and evaluation; (11) the advanced placement program; (12) team teaching; and (13) programmed instruction. An extensive bibliography and a list of audiovisual materials for use in Chinese classes are also provided. (Author/PMP)

ED 101 549 FL 006 088
Platero, Paul R., Ed.

Navajo Language Review, Vol. 1, No. 1.

Navajo Linguistic Society.

Pub Date Jan 74

Note—55p.

Available from—Paul R. Platero, Department of Linguistics, Room 20E-225, Massachusetts Institute of Technology, Cambridge, Massachusetts, 02139 (institutions \$8 per vol., individuals \$6, students \$5)

EDRS Price MF-\$0.76 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—Deep Structure, *Grammar, Linguistics, *Linguistic Theory, *Navaho, Nominals, Phonology, Sentence Diagramming, Sentence Structure, Structural Grammar, *Syntax, Transformation Generative Grammar, Verbs

The purpose of this journal is to provide useful exchange of information among Navajo teachers. The articles in this issue deal with Navajo linguistics. Kenneth Hale and Paul Platero present an analysis of the relative clause in Navajo. Part 1 analyzes relativization forms and formulates structural descriptions for relativization rules, with reference to pronominalization rules. Part 2 presents arguments supporting the view that relativization and pronominalization are different processes, and that relativization is a raising rule. Mary Helen Creamer discusses the Navajo subject-object inversion, and the rank grouping of nouns is discussed as it relates to sentence structure. The third article, by Libby Jayne Becenti and Delphine Chee, is a discussion of the articulatory characteristics that define the phonological segments of Navajo. (AM)

ED 101 550 FL 006 135
Herrlitz, Wolfgang

Linguistic Remarks on Native Language Teaching.

Pub Date Dec 73

Note—9p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Applied Linguistics, Curriculum, *Curriculum Development, *English Instruction, Language Development, *Language Instruction, Learning Theories, Linguistic Competence, Linguistics, Psycholinguistics, Teaching Methods

The possible relevance linguistics could have for curriculum development in native language teaching is explored. The discussion focuses on three questions: (1) Does the study of linguistic theory in school contribute to the development of the students' language competence? (2) Is the study of language a subject worth teaching? (3) Can linguistic study of communication in the classroom contribute to the development of language behavior? Language study is viewed here as a necessary and worthwhile activity because it expands the students' ability to critically analyze language use, various attitudes toward language behavior and social conditions, and the impact of linguistic differences. Linguists need to study language development under school conditions, so that major problems can be identified and alternatives designed in terms of language learning situations and optimal environments. In addition, careful analysis of the linguistic environment outside school and of its impact on language behavior should be considered a precondition for successful innovations in native language teaching. Theoretical language study must be in-

tegrated with actual language use in the classroom. Under this fundamental condition of integration, the study of language theory plays an important role in the language learning process. (PMP)

ED 101 551

FL 006 371

Albo, Javier

Idiomas, Escuelas y Radios en Bolivia. Cuadernos de Investigación 3. (Languages, Schools and Radios in Bolivia. Investigative Notes Number 3).

Centro de Investigación y Promoción del Campesinado, La Paz (Bolivia).

Pub Date 74

Note—35p.; In Spanish

Available from—CIPCA, Casilla 5854, La Paz, Bolivia (\$2.00 surface mail, \$4.00 air mail)

EDRS Price MF-\$0.76 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—*Aymara, Biculturalism, *Bilingual Education, Bilingualism, Cultural Awareness, Cultural Background, Cultural Interrelationships, Culture Contact, *Quechua, *Radio, Rural Education, Sociocultural Patterns, Sociolinguistics, *Spanish Speaking

Identifiers—Bolivia

Bolivia has a multilingual population divided among three language families: Spanish, Quechua, and Aymara. In practice, however, the country has a monolingual system, since Spanish is the language of government, education, and professional and technical fields, and dominates in urban areas. Quechua and Aymara prevail in rural areas and in native music, folklore, and religion. The schools are operated in Spanish, under the theory that linguistic unification will provide equal education and integrate the nation. One result is that education ignores the rural and native identity and reinforces patterns of discrimination and inferiority, when a multilingual-multicultural educational system would be more responsive to the people's needs. For many rural people, radio is a major source of information and entertainment. Although most broadcasts are in Spanish, the few native-language programs attract many listeners and help develop an awareness of the multilingual society, thereby changing the attitudes of both the dominant and submerged cultural groups. Radio as an educational tool may achieve results superior to traditional educational methods by: (1) creating a Quechua and Aymara solidarity through native-language broadcasts of popular appeal, and (2) providing an outlet for linguistically diverse groups and involving them in active learning. (CK)

ED 101 552

FL 006 213

Ruhlen, Merritt

Nasal Vowels. Working Papers on Language Universals, No. 12.

Stanford Univ., Calif. Committee on Linguistics.

Pub Date Nov 73

Note—37p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—*Contrastive Linguistics, *Diachronic Linguistics, *Language Universals, Linguistic Theory, Phonemics, Phonetics, Phonological Units, Phonology, *Synchronic Linguistics, *Vowels

This paper is an investigation of nasal vowels from both a synchronic and a diachronic point of view. Data from over 50 languages have been examined (some languages in much more detail than others) in an attempt to distinguish the aspects of vowel nasalization that are "universal" from those phenomena that are language-specific. This study is chiefly concerned with such questions as the following: (1) What is a nasal vowel? (2) Why do nasal vowels arise? (3) What is the historical source of nasal vowels? (4) What is the synchronic origin of nasal vowels? (5) How are nasal vowels used? (6) How do systems of nasal vowels change and disappear? (Author/KM)

ED 101 553

FL 006 343

Pialorsi, Frank, Ed.

Teaching the Bilingual: New Methods and Old Traditions.

Pub Date 74

Note—263p.

Available from—University of Arizona Press, Tucson, Arizona

Document Not Available from EDRS.

Descriptors—American Indians, *Biculturalism, *Bilingual Education, Bilingualism, *Bilingual

Students, *Bilingual Teachers, English (Second Language), Inservice Teacher Education, Language Development, Language Instruction, Language Programs, Language Teachers, Negroes, *Nonstandard Dialects, Program Descriptions, Reading Instruction, Second Language Learning, Spanish Speaking, Teacher Role

This collection of readings on teaching bilingual and bidialectal students, particularly the American Indian, the Spanish speaking, and the urban black, is divided into three sections, headed by a general overview of the problems. The first section deals with bicultural understanding; the readings are intended to help the teacher assess his own role, whom he teaches, what he teaches, and what he can teach. The second section is devoted to theories and experiments in multilingual communication and language learning. The readings in this section, which were selected to provide the teacher with a view of possible applications and approaches, range from general theoretical discussions to specific field surveys. The third and final section deals with practical applications of theories and techniques in actual school programs. A list of suggested reading concludes the volume. (Author/KM)

ED 101 554

FL 006 352

Woodell, Thomas M.

The Chinese in Houston.

Pub Date 73

Note—6p.; Paper presented at the Mid-America Linguistics Conference (Iowa City, Iowa, October 1973)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Biculturalism, Bilingualism, Cantonese, Chinese, *Chinese Americans, *Chinese Culture, Cultural Background, Cultural Factors, *Ethnic Groups, Ethnic Origins, *Ethnic Studies, Mandarin Chinese, Non English Speaking, *Sociolinguistics

Identifiers—Houston

There are between seven and eight thousand Chinese Americans living in Houston, but there has never been a predominantly Chinese neighborhood in the city. This lack of geographical focus has prevented the development of easily identifiable aspects of ethnic concentration, such as a Chinese school or a Chinese business district. Apart from the obvious racial component, Chinese ethnicity in Houston involves an individual's largely voluntary association with organizations classified as business or fraternal, religious, and educational. The Chinese language is spoken in all three categories of organizations. Both Cantonese and Mandarin are found, as well as a regional dialect of Cantonese, Taisanese. It is unusual, however, to find third-generation Chinese who speak Chinese as a mother tongue or learned language. The Chinese living in Houston do not seem to be interested in maintaining an ethnic mother tongue. There is, however, considerable interest in preserving family traditions and influence, and the future of a conscious, Chinese ethnic identity seems secure. (Author/PMP)

ED 101 555

FL 006 365

Ingram, David

Rosenbaum's IBM Grammar No. 2: An Adaptation for Child Language. Papers and Reports on Child Language Development, No. 2.

Stanford Univ., Calif. Committee on Linguistics.

Pub Date Dec 70

Note—23p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Child Language, *Deep Structure, Grammar, *Language Development, Linguistic Theory, Nominals, Pronouns, Psycholinguistics, Structural Grammar, Structural Linguistics, *Syntax, *Transformation Generative Grammar

This paper, based on Rosenbaum's (1967) grammar of adult English, attempts to apply ideas of deep structure and transformations to child grammar. The main rules predicated include phrase structure rules, segment structure rules, contextual features, and transformational rules. In this approach, the role of transformations is to segment and place elements into the string, rather than to change meaning. This process appears similar to what a child does as he learns a language. Lexical entries described by this theory can provide insights into what the child does with new forms. Rules suggested here are given, not as

models of what a child has done, but as characterizations of it. By examining the functional load of transformations, a new measure is derived to capture syntactic complexity—that of mean transformations per utterance (mtu). This outline for writing grammars for children can capture generalizations about children's grammatical development that have previously been missed. The technique provides a basis for comparing data from several studies and for breaking down the unreplicable nature of most child language data. (CK)

ED 101 556

FL 006 371

Vihman, Marilyn May

On the Acquisition of Estonian. Papers and Reports on Child Language Development No. 3.

Stanford Univ., Calif. Committee on Linguistics.

Pub Date Dec 71

Note—45p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—*Child Language, *Estonian, Language Ability, *Language Development, Language Learning Levels, Morphology (Languages), *Phonetic Analysis, Phonetic Transcription, Phonology, *Psycholinguistics, Syntax, Vocabulary, Word Lists

The speech of a 2-year-old monolingual Estonian child was studied over a period of six months. The child's initial and medial consonants and clusters were examined and charted to highlight her difficulties. Stops and nasals were easier than fricatives and sonorants; by 1 year 7 months the labials were essentially mastered; fricatives were more difficult, and the /r/ sound had not been achieved at all. Final consonants were also studied, as were vowels and clusters. Vowels /i/, /a/, /u/ were simpler, but /e/ and /o/ harder to say, both in stressed and unstressed use. The phonological processes were examined to determine what organizing principle is at work in sound selection. Syntactic and morphological analysis allowed classification and quantification of words in the child's lexicon, with common nouns by far the most numerous. The total lexicon is appended to the report. (CK)

ED 101 557

FL 006 375

Morehead, Donald M. Johnson, Maxine

Early Grammatical and Semantic Relations: Some Implications for a General Representational Deficit in Linguistically Deviant Children. Papers and Reports on Child Language Development, No. 4.

Stanford Univ., Calif. Committee on Linguistics.

Pub Date Jun 72

Note—12p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Aphasia, *Child Language, Cognitive Processes, *Language Development, Language Handicaps, Neurolinguistics, Neurological Defects, Psycholinguistics, *Retarded Speech Development, Semantics, Speech Handicaps, Syntax, Verbal Development

Research is being conducted to determine the factors behind linguistic retardation in children. A first question raised was whether the linguistic system of the deviant child is qualitatively different from that of a normal child. A matching-up of deviant and normal children according to linguistic level suggests that the onset of base syntax may be delayed in the deviant child by three and a half years, and that the time needed to pass from one level to another may be two and a half years longer in the deviant child. A further study showed that the deviant and the normal group had similar organization of phrase structure grammars, but that the deviant group did not use major linguistic categories in as many different contexts as the normal group. To determine what this information could relate about the nature of the deviant child's deficit, utterances are being collected and analyzed on the basis of semantic categories. Preliminary analysis suggests the deficit lies in the ability to develop additional terms and relationships in which to use them. This information leads to the question of a cognitive deficit. Experimentation tends to support the idea that linguistic level and symbolization correspond more closely in deviant children than linguistic level and general nonverbal development. A final hypothesis is that children with linguistic deficits reflect a base representational rather than a base intellectual deficiency, and that diagnostic tests should reflect this pattern. (AM)

ED 101 558 FL 006 377*Rosenthal, William S.***Auditory and Linguistic Interaction in Developmental Aphasia: Evidence from Two Studies of Auditory Processing. Papers and Reports on Child Language Development, No. 4.**

Stanford Univ., Calif. Committee on Linguistics.

Pub Date Jun 72

Note—17p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Aphasia, *Auditory Perception, *Aurally Handicapped, Aural Stimuli, Child Language, *Language Development, Language Handicaps, Neurolinguistics, Neurological Defects, Psycholinguistics, *Retarded Speech Development, Speech Handicaps, Verbal Development

This paper describes the results of two studies of auditory processing in child aphasia, and their implication for understanding deviant language development. The term "aphasia" is discussed as it is used to describe adult and child language disorders. A first experiment on the auditory functioning in aphasic and nonaphasic children suggests that the auditory processing defect in child aphasia lies in short-term auditory storage or memory. A subsequent study, which sought to measure the relationship between stimulus duration and signal detection, had equivocal results which lead to speculation about signal threshold and internal filter. It is suggested that low frequencies present special problems for temporary storage and detection. A final conclusion states that either a phonological base is a requisite foundation of subsequent linguistic development, or that auditory dysfunction does not adequately account for developmental aphasia. (AM)

ED 101 559 FL 006 380*Ingram, David***The Acquisition of the English Verbal Auxiliary and Copula in Normal and Linguistically Deviant Children. Papers and Reports on Child Language Development No. 4.**

Stanford Univ., Calif. Committee on Linguistics.

Pub Date Jun 72

Note—13p.

Available from—American Speech and Hearing Association, 9030 Old Georgetown Road, Bethesda, Maryland (Monograph No. 18)

Document Not Available from EDRS.

Descriptors—*Child Language, *Language Development, *Language Handicapped, Language Handicaps, Language Skills, *Linguistic Performance, Psycholinguistics, Speech Therapy, Syntax, *Verbs

A study made to examine the development in production of the English verbal auxiliary and copula (VAC) "to be" compared a group of children with language dysfunction and a group of normal children. Two purposes were to see whether developmental differences are qualitative or quantitative and to calculate the importance of the VAC in language acquisition. Fifteen normal children (mean age 2 years 4 months) and 15 language-deviant children (mean age 6 years 7 months) were selected, and language samples were taken from each. Use of a form of the verb "to be" was charted for each group at each of five levels of language development. Results indicate that the difference between normal and deviant development of the verb is quantitative rather than qualitative, and suggest that deviance results from faculty performance rather than lack of competence. The data provide information important for language rehabilitation and therapy. (CK)

ED 101 560 FL 006 390*Weeks, Thelma***A Note on Sahaptin Baby Talk. Papers and Reports on Child Language Development, No. 5.**

Stanford Univ., Calif. Committee on Linguistics.

Pub Date Apr 73

Note—4p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*American Indian Culture, *American Indian Languages, *Child Language, Descriptive Linguistics, Language Development, Parent Attitudes, *Social Attitudes, Speech, *Speech Habits, Verbal Communication

Identifiers—*Sahaptin, Yakima Indians

The Yakima Indians of central Washington, speakers of Sahaptin, believe that children should

be treated with great respect. For the most part, the Yakimas express strongly negative attitudes about using any form of baby talk while speaking to children. Through interviews conducted with native speakers of Sahaptin, a list of words and expressions used only with children was gathered, although the informants denied that there is baby talk in Sahaptin. The eight baby talk items elicited in the interviews are described here. (PMP)

ED 101 561 FL 006 396*Greenlee, Mel***Some Observations on Initial English Consonant Clusters in a Child Two to Three Years Old. Papers and Reports on Child Language Development, No. 6.**

Stanford Univ., Calif. Committee on Linguistics.

Pub Date Apr 73

Note—10p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Child Language, *Consonants, Distinctive Features, *Language Development, Linguistic Patterns, Phonemes, *Phonology, Pronunciation, Psycholinguistics, Speech, *Verbal Development

A study was conducted of the development of consonant clusters in the phonology of a native English-speaking child. His progress was studied over a year and a half period, in three one-month segments. His speech was recorded by tape and transcribed. Techniques used to elicit consonant clusters included real word imitation, imitation of nonsense words, and adult imitation of the child. Rules for dealing with consonant clusters were abstracted from the data, and general phonological strategies were determined. Finally, predictions were made regarding the subject's future developmental phonological processes. (AM)

ED 101 562 FL 006 397*Stoel, Caroline***Note on the Acquisition of Sonorants in Spanish. Papers and Reports on Child Language Development, No. 6.**

Stanford Univ., Calif. Committee on Linguistics.

Pub Date Apr 73

Note—10p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Child Language, *Consonants, Imitation, *Language Development, Linguistic Theory, *Phonemes, Phonetic Transcription, Pronunciation, Psycholinguistics, *Spanish, Spanish Speaking, Speech, Syllables, Vowels

This is a preliminary report on the testing of two hypotheses related to the acquisition of Spanish phonemes, namely that in the nasal series, production of the labial is acquired before the dental, followed by the velar; and that the liquid series, containing "l", "r", and trilled "r" (rr) will be the last class of sounds to be acquired. These hypotheses were tested on six Spanish-speaking children. The intervocalic position was chosen as that of maximal contrast. On a weekly basis, over a period of five months, the subjects were asked to imitate nonsense syllables containing the form VCV, allowing for the collection of data on all 18 Spanish consonant phonemes in three environments: a-a, i-e, and u-o. In addition, spontaneous speech and real word imitation was allowed, but not analyzed in this report. The sessions were recorded on tape and phonetically transcribed. Taking instability to indicate recent acquisition, the results neither disprove nor prove the first part of hypothesis 1; seem to support part 2 of hypothesis 1; and seem to support hypothesis 2. The conclusion calls for further study on younger Spanish-speaking children. An appendix lists all stimulus items that were used. (AM)

ED 101 563 FL 006 400*Clark, Eve V.***Some Aspects of the Conceptual Basis for First Language Acquisition. Papers and Reports on Child Language Development, No. 7.**

Stanford Univ., Calif. Committee on Linguistics.

Spons Agency—National Science Foundation,

Washington, D.C.

Pub Date Apr 74

Note—30p.

Available from—University Park Press, Baltimore, Md. 21202 (In "Language Perspectives—Acquisition, Retardation and Intervention," R. L. Schiefelbusch and L. L. Lloyd, Eds.)

Document Not Available from EDRS.

Descriptors—*Child Language, *Cognitive Development, *Concept Formation, *Language Development, *Perceptual Development, Psycholinguistics, Semantics, Sensory Integration, Speech, Syntax, Verbal Communication, Verbal Development, Vocabulary Development

This paper studies aspects of the conceptual basis for language acquisition, with a focus on the perceptual-cognitive skills used to assign meanings to words. A first assumption is that the correspondence between adult and child perceptual features allows for early communication. Apparently, in the first year, naming is characterized by over-extension; this seems related to vocabulary growth. The role of perceptual information such as shape, movement, size, sound, taste, and texture is discussed. A second assumption, that the child has basic hypotheses about meaning that are negated by experience, is illustrated by studies on certain locative terms and adjective pairs. The conclusion is that conceptual factors, especially the interpretation of percepts, play a crucial role in language acquisition, and that early meanings can be accounted for in terms of hypotheses and the strategies derived from them. A final conclusion is that further study must be done on the relationship between cognitive-perceptual factors and other aspects of language acquisition, as well as on the relationship between general cognitive capacities and the ability to acquire language. (AM)

ED 101 564 FL 006 401*Clark, Eve V.***What Should LAD Look Like? Some Comments on Level. Papers and Reports on Child Language Development, No. 7.**

Stanford Univ., Calif. Committee on Linguistics.

Spons Agency—National Science Foundation,

Washington, D.C.

Pub Date Apr 74

Note—14p.

EDRS Price MF-\$0.76 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—*Child Language, *Cognitive Development, *Language Development, Learning Processes, Phonology, *Psycholinguistics, *Semantics, Speech, Syntax, Verbal Communication, Verbal Development

Identifiers—LAD, *Language Acquisition Device

To the question of whether Chomsky's hypothesized Language Acquisition Device (LAD) in young children is an adequate and feasible model of language acquisition, this paper answers that LAD should be reformulated so as to include semantics; that "informant presentation" rather than "text presentation" is responsible for language acquisition; and that nonlinguistic knowledge may be crucial in syntax acquisition. The first argument is supported by experiments which show that learning strategies differ according to whether or not the learner has semantic information. The second argument is supported by experiments which show that parents present semantic-specific and phonology-specific feedback to the learner, and indirectly, syntactic feedback. Finally, situations are discussed in which nonlinguistic knowledge may be the basis for linguistic hypotheses. The paper's conclusion is that this approach may lead to insight into the link between cognitive development and language acquisition. (AM)

ED 101 565 FL 006 406*Sinclair-de Zwart, Hermine***On Pre-Speech. Papers and Reports on Child Language Development, No. 8.**

Stanford Univ., Calif. Committee on Linguistics.

Pub Date Jun 74

Note—11p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Behavior Development, Behavior Patterns, Behavior Theories, Child Language, *Cognitive Development, Imitation, *Infant Behavior, *Language Development, Nonverbal Communication, *Psycholinguistics, Sensory Integration, Speech, Verbal Communication, Verbal Development

This paper offers some ideas on the types of behavior that can be considered precursors to language and that also lay the foundations for logic, mathematics, physics, etc. The paper posits the problem of whether a theory of language must be formulated before one can formulate a theory of language acquisition, or whether the reverse is true. The solution offered is the study

of what is acquired at different ages, and how each stage relates to the others. This must be done by a selective study of the types of behavior that may lead to speech. After a definition of the essential features of language, prelanguage behavior may be studied. Among these behaviors is the development of what Piaget calls sensorimotor intelligence, i.e., modification and coordination of isolated action patterns present at birth. By the second year this behavior culminates in object-permanency, or the objectization of the existence of objects and persons and their representation in the mind. A third behavior is communication, which includes vocalization, gestures, and postures. A final behavior is "babbling," which leads to the first word. The paper ends with speculation on the specific contribution of these four behaviors in the acquisition of the various levels of a particular language. (AM)

ED 101 566 FL 006 407

Panel Discussion: From Babbling to Speech. Papers and Reports on Child Language Development, No. 8. Stanford Univ., Calif. Committee on Linguistics. Pub Date Jun 74. Note—42p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—*Child Language, *Cognitive Development, *Language Development, *Neurolinguistics, *Phonetics, *Phonology, *Physiology, *Psycholinguistics, *Semantics, *Sensory Integration, *Speech, *Syntax, *Verbal Development

This panel discussion seeks to determine the role of babbling and of nonlinguistic behavior in language acquisition. A central question is whether there is a continuity between babbling and speech. The paper presents the views that: the infant's ability to assimilate and adapt to his environment antedates the maturation of his visual and auditory systems; generalization in infant cognitive behavior takes place before symbolization; babbling is systematic and reflects phonetic preferences found in later speech; from the physiological point of view babbling is an integral part of speech acquisition. The panel concludes that: a definition of terms is necessary; the variance between child and adult speech presents a special problem; neurological studies are relevant to language acquisition; there is a continuity between babbling and speech; and further research is needed. (AM)

ED 101 567 FL 006 409

Maratsos, Michael P. Kuczaj, Stanley A., II. Evidence from Elicited Imitation for Preproductive Competence in a Grammatical System. Papers and Reports on Child Language Development, No. 8.

Stanford Univ., Calif. Committee on Linguistics. Pub Date Jun 74. Note—14p.

Available from—Merrill-Palmer Institute, 71 East Ferry Avenue, Detroit, Michigan 48202

Journal Cit—Merrill-Palmer Quarterly (under the title "What a Child Can Do Before He Will"); Apr 1975

Document Not Available from EDRS.

Descriptors—*Child Language, *Grammar, *Imitation, *Language Development, *Language Learning Levels, *Language Skills, *Linguistic Competence, *Linguistic Performance, *Sentence Structure, *Syntax, *Verbs

Identifiers—Modal Auxiliary Verbs

A study was undertaken to determine how much knowledge children have of grammatical systems before they evidence the systems in their spontaneous speech in a productive way. A child aged about two and a half years was examined over several months through elicited imitation causing him to repeat a model sentence immediately after the researcher. Three kinds of sentences with modal auxiliaries were used—affirmative declarative sentences, affirmative yes-no questions and affirmative wh-questions—at two periods prior to the child's actual use of these forms. Grammatical and ungrammatical sentences were presented in each category. Correct imitations and efforts to restructure and normalize the sentences showed the child had a fair amount of knowledge of the distributional characteristics of auxiliaries in declarative sentences but little command over those in questions. Results suggest extensive pre-analysis of the auxiliary systems,

keeping pace with but preceding spontaneous use of the grammatical forms. (CK)

ED 101 568 FL 006 414

Press, Margaret L. Semantic Features in Lexical Acquisition. Papers and Reports on Child Language Development No. 8.

Stanford Univ., Calif. Committee on Linguistics. Note—14p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Child Language, *Componential Analysis, *Language Development, *Perception Tests, *Perceptual Development, *Preschool Children, *Psycholinguistics, *Semantics, *Visual Discrimination, *Vocabulary Development

This paper reports on an experiment designed to collect data on children's perception and use of semantic attributes. Forty-five children ranging in age from 2 years 8 months to 6 years were given a picture test involving judgment of similarities between objects. The test consisted of 47 groups of pictures; each group contained a stimulus or a card and a set of two to three additional pictures on a page, all sharing an equal number of attributes with the stimulus. The subjects were divided into two groups. The first group looked at a stimulus and then pointed to the picture most like it. The second group was given nonsense names for each stimulus, such as "bork," and was then asked to identify another "bork." The features explored were: shape, size, color, texture/material, sound, function, situation, detail shape, pattern, age, sex, mass, real, animate, human, and species. It has been proposed that the earliest features a child attends to are perceptual. The results of the present study, described in detail here, seem to suggest that no preferential hierarchy exists among various perceptual categories. Whether shape, size, or color, etc. will be the most salient feature may depend on a particular context, namely what the respective values of the competing features are. (Author/PMP)

ED 101 569 FL 006 465

Baker, Lorain Nancy. The Lexicon: Some Psycholinguistic Evidence. Working Papers in Phonetics 26. California Univ., Los Angeles. Dept. of Linguistics.

Pub Date Jul 74

Note—138p.

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106

EDRS Price MF-\$0.76 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—*Cognitive Processes, *Lexicology, *Linguistic Theory, *Models, *Phonology, *Psycholinguistics, *Speech, *Vocabulary

The aim of this work is to provide a first-approximation model of the lexicon as stored and used in speech production and perception. Both the form of the stored item and the form of the storage network is of concern. Five lexical models—the Transformational model, the Wickelgren model, the Fromkin (speech error) model, the MacKay (speech error) model, and the Brown and McNeill ('tip of the tongue') model—are discussed. The data on which these models are based is summarized, and various hypotheses on which the models depend are tested. The issue of the ordering of phonological segments in the stored representation of words is considered in Chapter 3. The issue of the interrelations of lexical items and the form of the storage network is considered in Chapter 4. Chapter 5 deals with the possibility of a hierarchical representation of the phonological structure of lexical items. Chapter 6 deals with the representation of the lexical item with regard to semantic features. (Author/KM)

ED 101 570 FL 006 500

Lester, Mark. Bilingual Education in the United States, the Pacific and Southeast Asia.

Hawaii Univ., Honolulu. East-West Center.

Pub Date Aug 74

Note—12p.

Journal Cit—Topics in Culture Learning; v2 p137-146 Aug 1974

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Biculturalism, *Bilingual Education, *Bilingualism, *Bilingual Schools, *Bilingual Students, *Bilingual Teachers, *Cultural Pluralism,

Culture Conflict, Culture Contact, Language Instruction, Language Planning, *Language Standardization, *Multilingualism, *Official Languages, Second Languages

In classifying bilingual education following William F. Mackey's typology, single or dual media or instruction may be used for gradual or abrupt conversion to a wider or narrower culture. Bilingual education in the United States is usually dual medium, either for maintenance or conversion to a wider culture, aiming to produce a bilingual individual or to help assimilate an alien into American culture. The Bilingual Education Act has improved the situation for immigrants and American Indians, who previously were forced into monolingual education. In the Pacific islands, education had focused on conversion from the native language to the colonial world language. Currently, however bilingual programs exist, and native dictionaries and grammars are being written and orthography reformed. Writing and teaching materials must be developed in the vernacular languages and competent teachers found and trained in order to establish successful dual medium, maintenance bilingual curricula. Schools in Indonesia, Malaysia, the Philippines and Singapore often teach local, national, and world languages. Currently, national languages are assuming ascendancy as colonial languages become foreign tongues. In all three areas of the world, bilingual education is both a source of identity and a factor in social change. (CK)

ED 101 571 FL 006 574

McNamee, Patrick F. Le quantificateur et le syntagme nominal (The Quantifier and the Noun Phrase). Montreal Working Papers in Linguistics, Vol. 2.

Pub Date Sep 74

Note—45p.; In French

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Deep Structure, Generative Grammar, Grammar, *Linguistic Theory, *Nominals, Sentence Diagramming, *Sentence Structure, Structural Analysis, Surface Structure, *Syntax, Transformational Generative Grammar

Identifiers—*Quantifiers

The syntactic relationship between the quantifier and the noun phrase (NP) and the function of the quantifier in the sentence are studied. In the first part of the paper, the theories of several linguists concerning the structure of the NP that includes a quantifier are reviewed. In parts 2 and 3 a syntactic description of the quantifier is presented, in which the quantifier is introduced in the deep structure as part of a noun phrase. Examples from French, English, Japanese, Chinese, and Thai are used throughout. (JMP)

ED 101 572 FL 006 578

Bickley, Verner C. Cultural Aspects of Language Imposition in Malaysia, Singapore, and Indonesia.

Pub Date 73

Note—15p.

Journal Cit—Topics in Culture Learning; v1 p86-98 Aug 1973

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Cultural Context, *Cultural Factors, Diachronic Linguistics, Dutch, English, *Indonesian, Indonesian Languages, Language Planning, Language Programs, Language Typology, *Malayo Polynesian Languages, *Official Languages, Sociolinguistics

Identifiers—Indonesia, *Language Imposition, Malaysia, Singapore

This paper distinguishes Bahasa Malaysia (Malaysian language) and Bahasa Indonesia (Indonesian language) according to type and function and summarizes their development as the national languages of Malaysia, Singapore, and Indonesia. It presents a short, historical account of the spread, through religious and educational activities, of the English language in Malaysia and Singapore and the Dutch language in Indonesia. Some instances in which these imposed languages become the languages of political and cultural protest and came into contact with the national languages are described and a tentative assessment of the present position and status of English and Dutch in the three countries is attempted. (Author)

ED 101 573 FL 006 601

Corder, S. Pit Error Analysis and Remedial Teaching.

Pub Date 74
Note—15p.; Paper presented at the IATEFL Conference (Budapest, 1974)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Applied Linguistics, *Educational Diagnosis, *Error Patterns, Evaluation Methods, *Language Instruction, Psycholinguistics, *Remedial Instruction, *Second Language Learning, Verbal Communication

The purpose of this paper is to analyze the role of error analysis in specifying and planning remedial treatment in second language learning. Part 1 discusses situations that demand remedial action. This is a quantitative assessment that requires measurement of the varying degrees of disparity between the learner's knowledge and the demands of the situation. This leads to the qualitative assessment of the knowledge lacking in the learner, as measured against the language of the situation. Part 2 discusses the nature, scope, and problems of error analysis. Of fundamental importance are: a deep analysis of type of error and reasons behind it; an understanding of the process of second language learning; and a description of the learner's model of the target language, as a basis for remedial treatment. A final conclusion is that the study of the learner's model needs refinement, as it can now reveal information only about the learner's code, not about his communicative competence. (AM)

ED 101 574 FL 006 631

Maffia, Armand P.

An Evaluation Report of the Bilingual Education Project of the Stockton Unified School District, Stockton, California 1973-1974.

University of the Pacific, Stockton, Calif. Lab. of Educational Research.

Pub Date 1 Aug 74

Note—145p.

EDRS Price MF-\$0.76 HC-\$6.97 PLUS POSTAGE

Descriptors—Academic Achievement, Behavioral Objectives, Biculturalism, *Bilingual Education, *Bilingualism, *Educational Objectives, English, Evaluation Methods, Language Instruction, Language Programs, *Program Evaluation, *Second Language Learning, Spanish, Test Results

Identifiers—California, *Stockton Unified School District

An evaluation of one school district's bilingual-bicultural program indicated, overall, that the Spanish-based students are receiving greater benefit than the English-based pupils. This might be remedied if more bilingual instruction were given. The program operates in two elementary schools, grades K-6; the report includes materials stating performance objectives and teaching methods for each grade in several subjects. Tables record students' achievement in performance objectives in each language. The instructional materials used are listed and evaluated; it is felt that greater sequencing of materials is needed. The teaching staff is gauged, and 36 of 38 classrooms had either a bilingual teacher or a bilingual aide. Parents, students, and teachers were questioned regarding their assessment of the program. Parents and teachers both felt more communication between them was necessary, and students were generally supportive of teachers' efforts to help and understand them. It was specified that the program managers should give more attention to curriculum development, sequencing of course content, organization of effort, and provision of personnel. The evaluation includes a summary and recommendations for the program. (Author/CK)

ED 101 575 FL 006 645

Dellinger, David W., Ed.

Language, Literature and Society. Working Papers, 1973 Conference, American Council of Teachers of Uncommonly Taught Asian Languages. Occasional Papers No. 1.

Northern Illinois Univ., De Kalb. Center for Southeast Asian Studies.

Pub Date Apr 74

Note—86p.

EDRS Price MF-\$0.76 HC-\$4.43 PLUS POSTAGE

Descriptors—Bibliographies, Computational Linguistics, *Conference Reports, Contrastive Linguistics, Dialects, Hindi, Indo European Languages, Indonesian, Indonesian Languages, Japanese, *Language Instruction, *Language Research, *Linguistic Theory, Marathi, Tone

Languages, *Uncommonly Taught Languages, Verbs, Vietnamese

Identifiers—Asian Languages

This volume is a collection of papers presented at the second annual meeting of the American Council of Teachers of Uncommonly-Taught Asian Languages (ACTUAL) held in Boston, Massachusetts. The following papers are included: (1) "Passives as Reflections of Thought: A Case in Indonesian" by S. Dardjowidjojo, (2) "Acquainting Language Students with Dialect" by D. Dellinger, (3) "A Classification of Verbs in Vietnamese and Its Pedagogical Implications" by N. Liem, (4) "Kam-sui-mak and Tai Tonal Correspondences" by B. Oshika, (5) "Degree of Comparison in Modern Javanese" by R. Sumukti, (6) "The Problems of Programming Devanagari Script on Plato IV and a Proposal for a Revised Hindi Keyboard System" by T. Bhatia, (7) "The Nature of Rural Marathi: Some Hypotheses" by I. Junghare, and (8) H. van Olphen's "Honorifics and the Teaching of Hindi." Most of the papers have extensive bibliographies. (PMP)

ED 101 576 FL 006 648

Multilingual Contacts in Brussels.

Universite Libre de Bruxelles (Belgium). Institut de Phonétique.

Pub Date Aug 74

Note—43p.; from "Rapport d'activites de l'institut de phonétique"

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Bilingualism, Diglossia, *Dutch, *French, *Language Research, Literature Reviews, *Multilingualism, Nonstandard Dialects, Regional Dialects, *Sociolinguistics

Identifiers—Belgium, Brussels, *Flemish

This article attempts to present an exhaustive, fully-documented discussion of recent and current work around the world on questions related to French/Dutch multilingual contact in Brussels. An attempt has been made to go beyond mere bibliographical listing to an evaluation of everything of importance written around this topic, primarily in the twentieth century but with particular emphasis on work accomplished since 1945. This review is divided into the following areas: censuses and statistics, linguistic make-up of Brussels, origin of the contact situation, linguistic aspects of the contact situation, lexical items, and the literary language. It is concluded that there is a lack of balance in the amount of scientific investigation conducted on the languages present; in particular, the amount of published work on the Flemish of the area is small. Gaps were also found in the areas of inquiry opened up by modern linguistics. Sixty-three works are cited in the bibliography. (Author/KM)

ED 101 577 FL 006 653

Emmans, Keith And Others

The Use of Foreign Languages in the Private Sector of Industry and Commerce.

York Univ. (England). Language Teaching Centre.

Pub Date Oct 74

Note—171p.

Available from—Keith Emmans, University of York, King's Manor, York YO1 2EP England (3 pounds, 50 pence)

Document Not Available from EDRS.

Descriptors—Employees, Employers, *Employment Opportunities, Industrial Education, Industrial Personnel, *Industry, Language Instruction, Language Proficiency, Language Research, *Language Skills, *Language Usage, Questionnaires, School Industry Relationship, Second Languages, *Surveys

This is a pilot survey of foreign language use in British industry, carried out by the Language Teaching Centre at the University of York. It seeks to determine the demand for language skills in industry, but as a pilot survey it also seeks to test the effectiveness of the survey techniques used. Section 1 discusses the project's limitations, approach, techniques, sources of information, and other projects with which it came into contact. Section 2 describes the process of surveying press advertisements to determine employers' demand for language skills. Listed are the papers used, the positions considered, data analysis methods, and tentative conclusions. Section 3 discusses a questionnaire, sent to 1960 graduates, to determine the use they were making of their language skills. Section 4 describes a questionnaire sent to

employers to get a more complete picture of the role of foreign languages in industry and the number of foreign language users. A similar questionnaire sent to employees is described in section 5: The main conclusion is that foreign language skills are useful but not essential in industry. Implications and other conclusions are discussed. Appendixes include sample questionnaires and a discussion of performance level. (AM)

ED 101 578 FL 006 654

Karttunen, Frances Moore, Kate

Finnish in America: Two Kinds of Finnish.

Pub Date Dec 74

Note—21p.; Material in first part of paper will appear in "Finnish in America: A Case Study in Monogenerational Language Change" by Frances Karttunen, in "The Social Dimension of Language Change," Blount and Sanches, eds., Summer Press, 1975

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Bilingualism, Dialects, *Dialect Studies, English, English (Second Language), *Finnish, Interference (Language Learning), *Morphology (Languages), *Phonology, Regional Dialects, Sociolinguistics, *Vocabulary

The Finnish language spoken by Finns who emigrated to America is often called "Finglish;" two distinct varieties are discussed in this paper. American Finnish differs from native Finnish in its assimilation of a substantial number of loan words that augment and sometimes replace the original vocabulary. Many loan words deal with employment, foodstuffs, or environment, and have been adapted to Finnish morphology and phonology by a series of word-formation and pronunciation rules. These include stem formation to attach suffixes, consonant cluster simplification, stress adjustment, devoicing obstruents, and altering fricatives, affricates, labials and vowels to conform to Finnish phonology and inflection. One American Finn was found who speaks and writes a form of Finnish different from that recorded by researchers: it is based on English. Some of his writings are analyzed according to the same principles as the previously mentioned speech, and the two dialects are compared. (CK)

ED 101 579 FL 006 659

DiBiasio, Guy N. Sullivan, Richard E.

Providence Title VII Bilingual Education Program. Final Evaluation Report.

Rhode Island Univ., Kingston. Curriculum Research and Development Center.

Spons Agency—Providence School Dept., R.I.

Pub Date Sep 71

Note—120p.

EDRS Price MF-\$0.76 HC-\$5.70 PLUS POSTAGE

Descriptors—*Bilingual Education, Bilingual Teachers, Curriculum Development, *English (Second Language), Instructional Materials, Language Instruction, Management, *Portuguese, Program Descriptions, *Program Evaluation, Reports, Second Language Learning, Teacher Education, Testing

Identifiers—Elementary Secondary Education Act Title VII, ESEA Title VII

This is the final report on instructional and management evaluation of the Providence Bilingual Project at Fox Point High School for 1971. Part 1 states the hypotheses which underlie the data analysis, describes testing methods and results, and outlines recommendations which resulted from the evaluation. A section on process evaluation indicates that the instruction process seemed to be going very well, with competent teachers using teaching aides and audiovisual materials effectively. A teacher questionnaire indicates satisfaction with the Brown Institute, but stresses the need for curriculum development and for a uniform program of literacy teaching. The lack of native speaker fluency among teachers is noted. The administering of a personality test and an intelligence test is described, along with special problems, score analysis, and recommendations. Part 2, management analysis, discusses the planning, installing, operating, communicating, and evaluation aspects of the project and deals with the general impact on parents, community, teachers, students, and other participating institutions. An appendix contains a monitoring system which defines management responsibility, bi-weekly project activity reports, as well as other illustrative materials. (AM)

ED 101 580 FL 006 660
Management Evaluation; Bilingual Education Program (Providence School Department, August 15, 1972). Final Report.

Rhode Island Univ., Kingston. Curriculum Research and Development Center.

Spons Agency—Providence School Dept., R.I.

Pub Date 15 Aug 72

Note—79p.

EDRS Price MF-\$0.76 HC-\$4.43 PLUS POSTAGE

Descriptors—*Bilingual Education, Communication (Thought Transfer), Educational Planning, *English (Second Language), Language Instruction, *Management, Objectives, *Portuguese, Program Descriptions, *Program Evaluation, Reports, Second Language Learning
Identifiers—Elementary Secondary Education Act Title VII, ESEA Title VII

This is a final management evaluation report on the Providence Bilingual Project at Fox Point School. The report was prepared according to the management functions identified by the Office of Education. Section 1 discusses these functions: planning, installing, operating, communicating, and evaluating. Section 2 discusses the impact of the project on the participating groups, that is, on parents, the community, teachers, students, and on other educational institutions. Section 3 contains a management monitoring matrix which deals with responsibility for management tasks. Section 4 contains bi-weekly project activity reports. An appendix describes the project's approach and its implications for foreign language teaching in general. (AM)

ED 101 581 FL 006 661

Purnell, Richard F.

Portuguese-English Bilingual Test Development (Providence, Rhode Island, FY 1973). Final Report.

Rhode Island Univ., Kingston. Curriculum Research and Development Center.

Spons Agency—Providence School Dept., R.I.

Pub Date 30 Jun 73

Note—36p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—*Bilingual Education, Data Analysis, Data Collection, *English (Second Language), Evaluation, Language Instruction, *Language Tests, *Portuguese, Predictive Validity, Protocol Materials, Teacher Developed Materials, Teacher Education, *Testing, Test Reliability

Identifiers—Elementary Secondary Education Act Title VII, ESEA Title VII

This report discusses the work accomplished during fiscal year 1973 by the Providence Portuguese-English Bilingual Test Development Project, the purpose of which was to develop a series of ability tests useful to Portuguese-English programs. English as a second language (ESL) and Portuguese as a second language (PSL) achievement test videotapes were revised and produced in final form. Procedures for providing empirical information about the reliability and validity of the achievement tests were established and implemented. Four activities for fiscal year 1974 were recommended: (1) improved versions of the aptitude tests and a user's are to be prepared; (2) teachers are to be trained in the use of the tests; (3) a training tape is to be produced for the administering of the aptitude tests and for the collecting of the second-stage data; and (4) reporting of the analyses of the data should be incorporated into the manuals. An appendix contains sample items from the ESL and PSL aptitude and achievement tests. (AM)

ED 101 582 FL 006 662

Sullivan, Richard E.

Portuguese-English Title VII Program (Providence, Rhode Island, July 15, 1973). Final Evaluation Report.

Rhode Island Univ., Kingston. Curriculum Research and Development Center.

Spons Agency—Providence School Dept., R.I.

Pub Date 15 Jul 73

Note—184p.

EDRS Price MF-\$0.76 HC-\$9.51 PLUS POSTAGE

Descriptors—*Bilingual Education, Curriculum Development, *English (Second Language), Evaluation Methods, Instructional Staff, *Language Instruction, Management, *Portuguese, Program Attitudes, Program Descriptions,

*Program Evaluation, Second Language Learning, Student Attitudes, Teacher Developed Materials, Team Teaching, Testing

Identifiers—Elementary Secondary Education Act Title VII, ESEA Title VII

This report is the last in a series on the four-year Providence Bilingual Project at Fox Point School. The evaluation is provided by the Curriculum Research and Development Center, University of Rhode Island, and follows guidelines established by the Office of Education. Part 1 deals with instructional evaluation. The project objective, the mastery of both English and Portuguese speaking, listening, reading, and writing skills by all students, is stated, followed by a description of the ethnic background of the participants. Pretesting and posttesting procedures are described as well as their results. A test of self-concepts and attitudes showed generally positive attitudes. Process evaluation produced changes such as articulation of intermediate objectives and the implementation of a kindergarten program. These changes are dealt with in the section on instructional recommendations. A teacher survey focused on team teaching and Portuguese curriculum needs. A section on staff development discusses the use of the Brown University inservice program and the Rhode Island College Portuguese Curriculum Materials Center. Part 2 management evaluation, deals with planning and operating the project, its impact on the participants, objectives for the current year, management, and bi-weekly reports. A parent questionnaire indicates positive attitudes toward the program. The report is fully illustrated with tables and appendices. (AM)

ED 101 583 FL 006 618

Littell, Katherine M.

Repetition through Successive Approximations.

Pub Date 74

Note—12p.; Paper presented at the Annual Meeting of AATG (Bonn, Germany, 1974)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Audiolingual Methods, *Language Instruction, Language Laboratory Use, Language Skills, *Listening Comprehension, Listening Skills, *Pattern Drills (Language), Reading Skills, Second Language Learning, *Speech Compression, Speech Skills, Teaching Methods, Writing Skills

This study was conducted in an attempt to provide an alternative to the long-established method of tape listening and repetition drills, a method that has had disappointing results. It is suggested that the rate of speed of phonetic presentation is not commensurate with the rate of comprehension. The proposed method seeks to prevent cognitive overloading by using a speech compressor on native-speaker tapes and following this by repetition. An experiment measuring the effect of this method on listening, speaking, reading, and writing skills implies that one particular method is not so important as specialized strategies directed to specific groups of students and individual language skills. (AM)

ED 101 584 FL 006 619

Audiophile Materialien für den modernen Fremdsprachenunterricht: Englisch, Französisch. Stand: Mai 1974 (Audiovisual Materials for Foreign Language Instruction: English, French May 1974 Edition).

Informationszentrum fuer Fremdsprachenforschung, Marburg (West Germany).

Pub Date May 74

Note—208p.; In German; Revised edition; For related documents, see ED 037 112 and ED 055 497

Available from—Max Hueber Verlag, 8045 Ismaning bei München, Kraussstrasse 30, Germany

EDRS Price MF-\$0.76 HC-\$10.78 PLUS POSTAGE

Descriptors—*Audiovisual Aids, *Catalogs, *English (Second Language), Filmstrips, *French, Illustrations, *Instructional Materials, Language Aids, Language Instruction, Manuals, Multimedia Instruction, Phonograph Records, Second Language Learning, Slides, Tape Recordings, Teaching Methods, Textbooks, Workbooks

Identifiers—*West Germany

This catalogue cites language instruction programs available in West Germany that have audiovisual components. The first part gives pro-

grams for English and the second for French. Each part is organized alphabetically according to the commercial sources whose addresses are given in the appendix. Each entry includes: (1) full bibliographic information and price, (2) a listing and description of all the components of each program, (3) intended audience, and (4) suggestions for classroom or home application. (TL)

ED 101 585 FL 006 720

Busse, Bonnie B.

Suggestions for Using Supplementary Materials in the Individualization of Intensive Reading.

Pub Date Nov 74

Note—16p.; Paper presented at the joint ACTFL/AATF/AATSP Annual Meeting (Denver, Colorado, November 1974)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Individualized Instruction, Individualized Programs, *Language Instruction, Language Learning Levels, Material Development, *Reading Instruction, Second Language Learning, *Supplementary Reading Materials, *Teacher Developed Materials, Teaching Methods

Suggestions for preparing supplementary materials for use in an individualized second language reading program are made. Newspaper sources can be used as a basis for constructing a learning activity packet with three phases. The prereading phase contains sound-symbol correspondence and vocabulary exercises, structure analysis and/or structure review programmed for self-instruction and selected to correspond to the student's language level. In the reading phase the student is required to read for information, for specific details, for interpretation or for critical analysis. The postreading phase consists of a structural and lexical analysis of the material. Postreading exercises are also used to help the student understand the context within which words are found. Filmstrips, motion pictures, and slide programs can also be assimilated into this program through preparation of scripts and correlated recordings. The film source itself is used as a supplement to increase student interest and motivation. Other sources of reading material suggested here are textbooks published and used in the foreign country, current magazines, business and government publications, and letters from student pen pals. These sources provide appropriate material for the three-phase format as well as insights into the culture being studied. (PMP)

ED 101 586 FL 006 721

Kunkle, John F., Ed. Cipriani, Anita A., Ed.
Foreign Language Teaching Techniques in FLES and Bilingual Settings.

American Association of Teachers of French.

Pub Date Dec 73

Note—195p.

EDRS Price MF-\$0.76 HC-\$9.51 PLUS POSTAGE

Descriptors—*Bilingual Education, Elementary Education, *Fles, Language Ability, *Language Instruction, Language Programs, Language Tests, Second Language Learning, *Teaching Methods

This report begins with a list of the publications of the national FLES Committee and an introduction in which T. Anderson describes how FLES programs can adopt bilingual education practices. Seventeen papers are included in the report. R. Bennett and M. Lala discuss how FLES programs can be individualized. Specific teaching techniques are suggested in articles by H. Barnett, J. Trahan, A. Jaffa, S. Louviere, and S. Schaps. Some recent articles regarding foreign language teaching are summarized by Y. Herbert, and R. Dominique reviews opinions about the necessity of a prereading period for FLES students. Ways in which FLES programs can be developed are discussed by M. Stelly, and C. Prudhomme, O. Domourelle, and L. Chary write about bilingual education and its relationship to FLES. H. Blum gives details of the FLES program at his elementary school, and R. Authement discusses testing in FLES. Recent literature on ability levels and second language learning is reviewed by E. Broussard. (PMP)

ED 101 587 FL 006 722

Maddison, Ian, Comp. Gaudour, Jack, Comp.

An Annotated Bibliography on Tone. UCLA Working Papers in Phonetics 28.

California Univ., Los Angeles. Phonetics Lab.

Pub Date Nov 74

Note—187p.

EDRS Price MF-\$0.76 HC-\$9.51 PLUS

POSTAGE

Descriptors—*Annotated Bibliographies, Consonants, Contrastive Linguistics, Descriptive Linguistics, *Intonation, Language Typology, *Phonetics, *Phonology, Suprasegmentals, *Tone Languages, Vowels
Identifiers—Pitch, *Tone

This annotated bibliography, which has been entered into the SOLAR Bibliography File, focuses on the phonetics and phonology of tone, including studies on the physiology of phonation and pitch control, pitch perception, inherent pitch of vowels, the interaction of tone with musical melody in tone languages, and other related issues. An attempt has been made to cover all the major contributions to such subjects as the phonological representation of tone, the nature of the downfrit, the interaction of pitch and consonant types, and to include many phonological descriptions of tone or "pitch accent" systems. The main entries, totaling 550, are listed in alphabetical sequence by author. In addition to the bibliographic citation, a list of keywords is provided for each entry. Abstracts are given for virtually all entries. An index is provided from an alphabetical listing of all the keywords, the language names and families, and the geographical areas of languages referred to in the entries. (KM)

ED 101 588

FL 006 724

Saitz, Robert L. Cervenka, Edward J.
Handbook of Gestures: Colombia and the United States.

Pub Date 72

Note—164p.

Available from—Mouton & Co., Box 1132, The Hague, Netherlands (Dfl.54)

Document Not Available from EDRS.

Descriptors—*Body Language, *Cross Cultural Studies, Cultural Awareness, Cultural Context, Cultural Differences, Interaction Process Analysis, *Nonverbal Communication, *Paralinguistics, *Semiotics, Social Behavior, Symbolic Language

This handbook of Colombian and U.S. gestures was prepared originally as an aid to English teachers in Colombia. The Colombian gestures were collected via personal observations and interviews with Colombian informants. Approximately 20 informants from various regions of the United States were also interviewed. To this original collection, published in 1962 as the first edition, additional gestures collected through observation and the response of readers have been added to form the second edition. The study focuses on gestures that: (1) seem discrete, (2) are easily recognizable by an untrained observer, and (3) are, primarily, adult gestures recognizable by informants as message carriers or verbal message accompaniers. Gestures are given semantic labels, which range from the very general (anger) to the specific (thief), are illustrated, and are described in nontechnical language, frequently with sample accompanying phrases. The gestures are further labelled in the text to indicate similarities and differences between Colombian and U.S. gestures. An index lists the semantic labels and other content words from the descriptions. A bibliography is also included. (KM)

ED 101 589

FL 006 725

Rand, E., Ed.

Workpapers in English as a Second Language: Matter, Methods, Materials, Vol. 1.

California Univ., Los Angeles. Dept. of English.

Pub Date Apr 67

Note—51p.

EDRS Price MF-\$0.76 HC-\$3.32 PLUS

POSTAGE

Descriptors—Contrastive Linguistics, *English (Second Language), Institutes (Training Programs), *Language Instruction, Language Laboratories, Language Skills, Pronunciation Instruction, *Second Language Learning, Tagalog, *Teaching Methods, Transformation Generative Grammar, Transformation Theory (Language), Writing Skills

This is the first volume in a continuing series of working papers on English as a second language. The selections in this volume are divided into two groups. The first is a series of three papers given at the annual meeting of the National Association of Foreign Student Affairs held in Chicago in

April 1966. These papers, by P. Schnachter, R. Wilson, and L. McIntosh illustrate how to move from the theories of transformational grammar and contrastive analysis to practical application when teaching English to Tagalog speakers. The first paper in part 2 is by C. H. Prator and develops guidelines for planning lessons so that students progress steadily toward more natural uses of language. In the second paper, J. Donald Bowen makes observations about the National Defense Education Act summer TESL institutes and suggestions for their improvement. In his paper, R. N. Campbell favors the inclusion of a "taped achievement test" as the culminating activity in a language laboratory pronunciation exercise. E. Rand describes a sequence of exercises to increase writing fluency in the final paper. For the remaining three papers in the volume, by McIntosh, Povey and Briere et al., see ED 012 438, ED 012 439, and ED 091 776, respectively. (PMP)

ED 101 590

FL 006 726

Gorman, T. P., Ed.

Workpapers in Teaching English as a Second Language, Vol. 7.

California Univ., Los Angeles. Dept. of English.

Pub Date Jun 73

Note—126p.

EDRS Price MF-\$0.76 HC-\$6.97 PLUS

POSTAGE

Descriptors—*English (Second Language), *Language Instruction, Language Programs, Language Tests, Masters Theses, Phonotape Recordings, Reading Instruction, *Second Language Learning, Spanish, Student Placement, Teacher Exchange Programs, *Teaching Methods

This is the seventh volume in a continuing series of working papers on teaching English as a second language. The 13 papers included here represent work in progress and cover a wide variety of subjects. In the first paper, E. Hatch summarizes research on reading a second language. S. J. A. Garcia discusses some of the areas of controversy in the study of Black English. Three papers, by M. Celce-Murcia, T. P. Gorman, and J. Povey present specific ESL teaching techniques. C. H. Prator's "The Dimensions of English Instruction in Jordan" was prepared as an introductory chapter for the report of the English Language Policy Survey of Jordan conducted during the summer of 1972. The first two years of the Culver City, California, Spanish Immersion Program are described in detail by A. D. Cohen, V. Fier, and M. S. Flores. Dr. Cohen also gives a report on the UCLA English Language Placement Examination, and J. Oller and E. Rand comment on some of the research work done on the effectiveness of the examination. J. D. Bowen writes about the Russian teacher exchange program at UCLA. Some recommendations for improving English education in Japan are given in the paper by K. Suzuki, and in the final paper J. D. Green discusses how to make better tape recordings. Abstracts of recent UCLA Master of Arts TESL theses are appended to the volume. (PMP)

ED 101 591

FL 006 727

Gorman, T. P., Ed.

Workpapers in Teaching English as a Second Language, Vol. 8.

California Univ., Los Angeles. Dept. of English.

Pub Date Jun 74

Note—200p.

EDRS Price MF-\$0.76 HC-\$9.51 PLUS

POSTAGE

Descriptors—Bilingual Education, Bilingualism, Developing Nations, Educational Policy, *English (Second Language), Higher Education, Interference (Language Learning), *Language Instruction, Language Planning, *Language Programs, *Language Research, Language Tests, *Second Language Learning, Teacher Education, Teaching Methods

This is the eighth volume in a continuing series of papers on the teaching of English as a second language. The 14 papers included here represent work in progress and cover a wide range of topics. In the first paper, E. Hatch summarizes recent studies in language switching and mixing. Specific ESL teaching techniques are suggested in articles by M. Celce-Murcia, J. Povey, L. McIntosh, and J. Heaton. J. D. Bowen discusses ways of measuring language dominance in bilinguals. The first three years of the Culver City, California, Spanish Immersion Program are described by

A. D. Cohen and S. M. Lebach, and R. D. Wilson writes about teacher attitudes toward minority students. Some evidence for the predictive validity of the UCLA English as a Second Language Placement Examination is provided by E. Rand. Training programs for ESL teachers are described in papers by R. N. Campbell and Y. A. El-Ezabi. T. P. Gorman uses the UCLA English Language Policy Survey of Jordan as a basis for discussing a variety of approaches to the study of educational language policy in developing nations. The achievements and long-term goals of the English Language Institute of the American University in Cairo are discussed by C. H. Prator. The final paper, by Y. Akai, deals with problems in college-level English instruction in Japan. (PMP)

ED 101 592

FL 006 729

Pilkenton, W. David

Career Spanish: Another Innovative Addition to Mesa College's Instructional Programs.

Pub Date 7 Apr 74

Note—54p.

EDRS Price MF-\$0.76 HC-\$3.32 PLUS

POSTAGE

Descriptors—Career Education, *College Language Programs, *Curriculum Development, *Junior Colleges, *Language Instruction, *Languages for Special Purposes, Modern Language Curriculum, Second Language Learning, *Spanish, Vocational Education

The data presented in this paper indicates that the present Spanish language program at Mesa College serves only one quarter of the student body and probably even a smaller fraction of the community. This situation exists because the recommended curriculums for 52 of Mesa College's 66 lower-division majors, largely non-general liberal arts and one- and two-year terminal education majors, do not make available a sufficient number of elective hours for students to take the standard 15-hour beginning comprehensive (all four skills) Spanish course. Evidence is presented to show that there is a need for foreign language skills among the three quarters of the student body now being neglected. Interviews with instructors, department heads, and division chairmen suggest that the interests of one-fifth of these students can be served best by a foreign language other than Spanish. The needs of approximately one-third, however, can be served best by a new, innovative, three-hour, one- to three-quarter, limited-objective (understanding and speaking skills only), career-oriented Spanish program. It is estimated that within a few years following adoption of such a program, foreign language enrollment should be at least two to three times larger than it is at present. (Author/KM)

ED 101 593

FL 006 731

Curriculum Guide for German, K-12.

Louisiana State Dept. of Education, Baton Rouge.

Pub Date 74

Note—164p.

EDRS Price MF-\$0.76 HC-\$8.24 PLUS

POSTAGE

Descriptors—Audiolingual Skills, *Career Education, Career Opportunities, Cultural Background, Culture, *Curriculum Guides, Educational Resources, *Elementary Secondary Education, *German, Instructional Materials, *Language Instruction, Language Programs, Reading Instruction, Resource Materials, Second Language Learning, Textbooks, Writing Skills

This curriculum guide was designed to include the principles of career education in German courses K-12. It is divided into the following sections: (1) introductory material giving the philosophy of FL and career education, (2) a general statement of objectives, (3) scope and sequence charts, (4) flow charts for plans of articulation, (5) career-culture related topics and plans, (6) a listing of state-adopted textbooks and materials, and (7) an extensive listing of resources. The course work focuses on developing an understanding of vocations and careers while developing the four language skills. In addition, particular emphasis is placed on teaching German history and culture. (PMP)

ED 101 594

FL 006 732

Nuessel, Frank H.

A Supplement to "A Bibliography of Generative-Based Grammatical Analyses of Spanish."

Pub Date 18 Feb 75

Note—21p.; For related document, see ED 094 568

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Bibliographies, Form Classes (Languages), *Generative Grammar, Linguistics, Linguistic Theory, Phonology, Semantics, Sentence Structure, *Spanish, Syntax, *Transformation Generative Grammar, Transformation Theory (Language)

This supplement to "A Bibliography of Generative-Based Grammatical Analyses of Spanish" includes all available materials that have appeared since November 1973, and pre-1973 entries not contained in the original bibliography, particularly items published outside the U.S. The present bibliography, like the original, contains two general divisions: phonology and syntax and semantics. Information regarding the location of reviews and abstracts is included in most of the 100 citations. (KM)

ED 101 595 FL 006 734

Latify, Hafiz And Others

Dari Basic Course: Books 1-6.

Foreign Service (Dept. of State), Washington, D.C. Foreign Service Inst.

Pub Date 71

Note—371p.

EDRS Price MF-\$0.76 HC-\$18.40 PLUS POSTAGE

Descriptors—Audiolingual Methods, Audiolingual Skills, Grammar, Instructional Materials, *Language Instruction, Language Programs, Pattern Drills (Language), *Persian, Second Language Learning, *Textbooks

These six volumes are designed for use in the Foreign Service Institute's basic audiolingual course in Dari (Kabuli or Afghan Persian). The course consists of 60 lessons, each having three main parts: (1) basic sentences and drills, (2) dialogues, and (3) an English-Dari vocabulary list. Many of the later lessons include additional sentences that expand on the contents of the particular lesson. Phonetic transcription of the language has been avoided except as an aid to pronunciation in the vocabulary sections. In order to reflect colloquial usage, a few minor changes have been made in the normal orthography. These have been noted in the vocabulary section of each lesson as they occur. (Author/PMP)

ED 101 596 FL 006 735

Latify, A. H.

Dari Newspaper Reader. Vol. 1.

Foreign Service (Dept. of State), Washington, D.C. Foreign Service Inst.

Pub Date 72

Note—103p.

EDRS Price MF-\$0.76 HC-\$5.70 PLUS POSTAGE

Descriptors—Instructional Materials, *Language Instruction, Newspapers, *Persian, Reading Instruction, *Reading Materials, Second Language Learning, *Textbooks

Identifiers—*Dari

This reader was designed for use in the Foreign Service Institute's basic course in Dari (Kabuli or Afghan Persian). It consists of sample newspaper articles in Dari, each followed by an English-Dari vocabulary list. (PMP)

HE

ED 101 597 HE 006 147

Ward, Robert E. Wood, Bryce

Foreign Area Studies and the Social Science Research Council. ITEMS. Vol.28, No.4, December 1974.

Social Science Research Council, New York, N.Y.

Pub Date Dec 74

Note—7p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Area Studies, *Cross Cultural Studies, *Cultural Awareness, Field Studies, *Higher Education, *International Education, Social Sciences

Area studies are calculated to restore a measure of cultural equilibrium to any American-based endeavor, to supply basic data from a rich variety of cultural contexts, and to add orderly descriptions, analyses, and interpretations of economic, political, and social systems other than

American. This pamphlet details the interest of the Social Science Research Council in fostering foreign area studies, detailing academic programs, area-related programs, and the International Research and Exchange Board. It becomes apparent from this report that insofar as there has been overall planning, coordination, or evaluation on a national scale for the field of foreign area studies, the Social Science Research Council has supplied it in part or whole. A further effort must now be made to formulate and synthesize data already collected in cross-cultural and comparative terms. It seems probable that the influence of the Social Science Research Council, critical in the origins and past development of area studies, will continue to be of major importance. (Author/PG)

ED 101 598 HE 006 167

Kolstoe, Oliver P.

College Professing; or, Through Academia with Gun and Camera.

Pub Date Apr 75

Note—256p.

Available from—Southern Illinois University Press, P.O. Box 3697, Carbondale, Illinois 62901 (PC-\$3.95; HC-\$6.95)

Document Not Available from EDRS.

Descriptors—*Effective Teaching, *Faculty, Faculty Recruitment, Grading, *Guides, *Higher Education, Salaries, *Teacher Improvement

This book guides the novice (and those who aspire to be professors) through the intricacies of survival and gives much tongue-in-cheek advice on how to be good at professing. The author explains the mechanics of the hiring process, unique to academia, in which supply greatly exceeds demand, and nobody seems to pay much attention to the matter of salary. He also explains the perennial debate between the importance-of-teaching faction and the importance-of-research faction, and suggests ways of striking a balance without too much bloodshed. A chapter on how to cope with day-to-day problems deals with assigning grades, advising students, handling romantic involvements, and avoiding committee assignments. (Author)

ED 101 599 HE 006 172

Cobb, Jewel Plummer, Ed. McDew, Carolyn, Ed.

The Morning After—A Retrospective View of a Select Number of Colleges and Universities with Increased Black Student Enrollment in the Past Five Years.

Pub Date 74

Note—123p.; Report of a Conference at the University of Connecticut, Storrs, April 30, 1973

EDRS Price MF-\$0.76 HC-\$5.70 PLUS POSTAGE

Descriptors—Admission Criteria, *Conference Reports, Counseling, Financial Support, *Higher Education, *Minority Groups, *Negro Education, *Negro Students, Student Problems

In the spring of 1973, some six years after the 1967 riots and demonstrations, it was thought important to assess what the university/college has done in the past five years since black student numbers have markedly increased. It was decided to have a retrospective look at the nature of higher education's response. Therefore, a conference was organized of a selected number of New England colleges and universities that had a marked increase in their enrollment of black students since 1967. This monograph is the report of that conference, being selective rather than exhaustive in terms of institutions reporting. Several recurring facts emerged during the conference: (1) The criteria now used for predicting the capacities of black college applicants are inconclusive; (2) There is a wide variation in percent of black college enrollment from school to school; (3) The percentage of attrition is low for black students when compared to the national figures; (4) Supportive pre-freshmen and ongoing academic programs geared especially to help minority students have been very successful; (5) Aggressive and frank counseling can best be done by black adults with less risk of lack of trust by the black students, and (6) On every campus there is a dearth of black adult role models. (Author/PG)

ED 101 600 HE 006 187

Progress Through Cooperation. A Report on the Higher Education Cooperation Act.
Illinois State Board of Higher Education, Springfield.

Pub Date May 74

Note—49p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—*Cooperative Planning, *Higher Education, *Interinstitutional Cooperation, *Regional Cooperation, State Legislation, *Statewide Planning

Identifiers—HECA, Higher Education Cooperative Act, *Illinois

Since its inception in 1972, the Higher Education Cooperation Act (HECA) is proving to be an effective agent for improving Illinois higher education, and at a nominal cost. Various HECA projects aimed at encouraging international cooperation and increasing access to higher education have involved in some way nearly every public and private college and university in the state. In spite of minimal funding, many HECA projects are already operating with distinction. The Quad-Cities Graduate Studies Center has brought quality graduate education to hundreds of students in the Quad-Cities area without the need to establish a new graduate institution or new graduate program. The Southern Illinois Collegiate Common Market is bringing senior and junior institutions together in an effort to provide needed inservice education for the citizens of this region without duplicating ongoing programs. Rigorous evaluation of the HECA program has been undertaken by the HECA staff members and by external consultants. After an introduction and summary, this document defines HECA, how it works, and how effective it is. Appendices include fiscal 1973 HECA grants approved; the fiscal 1974 HECA grant; and a brief picture of the recent history of interinstitutional cooperation in Illinois. (Author/PG)

ED 101 601 HE 006 191

Museum Studies: A Curriculum Guide for Universities and Museums.

American Association of Museums, Washington, D.C.

Pub Date 73

Note—33p.

Available from—The American Association of Museums, 2233 Wisconsin Avenue, N.W., Washington, D.C. 20007

EDRS Price MF-\$0.76 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—Art Appreciation, *Arts Centers, *Curriculum Guides, *Higher Education, *Museums, *Universities

Identifiers—*Museum Studies

This report develops a useful definition of museum studies, suggests the content of a curriculum or curriculums for preparing persons for careers in the museum profession, and provides certain museum professional job descriptions of museum studies, and a bibliography and a syllabus of museum studies. (MJM)

ED 101 602 HE 006 193

Proceedings of the Annual Conference of the Association of College Unions-International (54th, March 24-27, 1974, Toronto, Ontario, Canada).
Association of Coll. Unions-International, Ithaca, N.Y.

Pub Date 74

Note—313p.

Available from—Association of College Unions International, Box 7286, Stanford, California 94305 (\$6.00, members; \$10.00, nonmembers)

EDRS Price MF-\$0.76 HC-\$15.86 PLUS POSTAGE

Descriptors—*Conference Reports, *Facilities, Facility Improvement, *Higher Education, *Student Participation, *Student Unions

Contained in this document are the proceedings of the 54th annual conference of the Association of College Unions-International held in Toronto Canada. The document contains reports on the four primary themes of the conference: The Relationship Between the Union, the Educational Institution and Society; Multiculturalism; Student Development-Involvement in Governance; and the Educational Responsibility of the Union-Formal and Information. Part 5 contains reports of special interest; academic credit for union and activities work; artist/craftsman in residence programs; arts resources center; college unions and handicapped students; alternatives to student fees; outdoor activities; student employees and concerts; Part 6 contains the business of the association; role of the college union; officers of the association; regional representatives; special appointments;

1974 conference program committee; product exhibits committee; minutes of the annual business meeting; constitution; and by-laws. (PG)

ED 101 603 HE 006 194
Reform and Planning of Higher Education, Symposium at Oxford, 31st March-5th April 1974.
 Council of Europe Information Bulletin. Vol. 3, 1974.

Council of Europe, Strasbourg (France). Documentation Center for Education in Europe.
 Pub Date Dec 74

Note—78p.
EDRS Price MF-\$0.76 HC-\$4.43 PLUS POSTAGE

Descriptors—Accountability, *Conference Reports, *Educational Change, *Educational Planning, *Higher Education, *International Education

Identifiers—Carnegie Commission, *Great Britain
 Presented in this document are the conference papers on Reform and Planning of Higher Education, held in Oxford, England, March 31-April 5, 1974. This symposium was centered on the British experience and the present state of thinking in the United Kingdom, and includes fifteen papers read by British lecturers and five by non-British lecturers that summarized similar or contrasting experience in other European countries. Underlying all contributions to the Symposium was the conviction that after the golden age of well-financed expansion in the 1960s higher education is likely to go through much leaner times in the present decade. The constraints of this new situation will in all countries make it necessary for planning to become more efficient and for reform to seek a broader consensus on the central issues. The papers are divided into three sections: the British Experience, the Challenge of the New Media, and Planning for Efficiency. The final report concerns the Carnegie reports and their relevance to higher education in Europe. (Author/PG)

ED 101 604 HE 006 195
Report of the Committee on University Affairs of Ontario for 1972-73 and 1973-74.
 Committee on Univ. Affairs, Toronto (Ontario).
 Pub Date 74

Note—50p.
EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—*Annual Reports, Church Related Colleges, *Committees, Educational Finance, Enrollment Trends, *Foreign Countries, Governance, Graduate Study, Health Education, *Higher Education, Interinstitutional Cooperation, Law Instruction, Tenure, *Universities

Identifiers—Canada, *Ontario

This report presents the activities of the Committee on University Affairs of Ontario for 1972-73 through 1973-74. Activities cover the areas of: enrollment patterns, graduate education, health sciences, law, financing operating support, financing capital support, financing bilingualism and research, instructional development, university government, tenure, cultural nationalism, church-related institutions, autonomy, the status of women, community colleges, and cultural institutions. As well as reviewing the formal actions and recommendations of the Committee, the report contains a number of reflections to be passed on to the successor body and to the public at large. (MJM)

ED 101 605 HE 006 196
McFarlane, William H. And Others
State Financial Measures Involving the Private Sector of Higher Education. A Report to the National Council of Independent Colleges and Universities.

National Council of Independent Colleges and Universities, Washington, D.C.

Pub Date 74
 Note—108p.

Available from—Association of American Colleges, 1818 R Street, N.W., Washington, D.C. (\$0.50)

EDRS Price MF-\$0.76 HC-\$5.70 PLUS POSTAGE

Descriptors—*Church Related Colleges, Educational Finance, Financial Support, Grants, *Higher Education, *Private Colleges, *Private Schools, Scholarship Loans, Scholarships, School Support, *State Aid, State Federal Aid, State Legislation, Student Loan Programs

A basic objective of this study has been to look beyond statistical details of state aid programs to broader questions concerning the limitations, strategies, and impact of such programs in restoring a more effective role to private colleges and universities in the total national enterprise of higher education. Chapter 2 and Appendix A comprise the most comprehensive effort to evaluate constitutional limitations that can directly or indirectly affect the viability of state aid legislation in each of the fifty states, Chapter 3 through 5 illustrates both legislative intent and flexibility of approach, and Chapter 6 provides selective illustrations of overall enrollment trends, program growth and financial stimulus resulting from state aid legislation. (Author)

ED 101 606 HE 006 197
Womack, Farris McCluskey, Jimmy
Characteristics and Perceptions of Non-returning Students at Arkansas State University Spring 1973.

Arkansas State Univ., Jonesboro.
 Pub Date [73]

Note—68p.

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—Academic Achievement, College Majors, *College Students, *Dropout Characteristics, Dropout Research, *Higher Education, Research Projects, Student Attitudes, *Student Characteristics, Universities, *Withdrawal

Identifiers—*Arkansas State University, College and University Environment Scales

Characteristics and perceptions of nonreturning students for the spring 1973 semester at Arkansas State University were determined by mailed questionnaires, and the College and University Environment Scales (CUES), Second Edition (Modified), and comparison data. The sample group of 585 academically qualified students, was compared to the fall semester 1972 student population with respect to sex, academic classification, academic major, degree program, and grade-point average. Data indicated: (1) There were 1,381 students enrolled during the fall semester of 1972 who did not re-enter the university in the spring of 1973. (2) More than half of the 914 eligible nonreturning students were classified in the lower division and 361 were freshmen. (3) The mean grade-point average for nonreturning eligible students was equal to or greater than the grade-point average required for satisfactory progress toward the degree. (4) There was no significant difference between the grade-point average of those eligible students who did not return in the spring semester of 1973 and those who made up the fall 1972 student population. (5) The descriptive statistics and treatment of the data by means of the normal deviate test led to the conclusion that attrition was independent of academic classification, college, major, and degree. (6) The number of nonreturning students who were undecided with respect to college, major, and degree was disproportionate to the number of enrolled undecided students in the fall semester of 1972. Additional findings and statistical data are included. (MJM)

ED 101 607 HE 006 198
Hall, James C.

A History of Baccalaureate Programs for Adults 1945-1970.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 31 Oct 74
 Grant—NE-G-00-3-0199

Note—350p.

EDRS Price MF-\$0.76 HC-\$17.13 PLUS POSTAGE

Descriptors—*Adult Education, Adult Students, Bachelors Degrees, Educational Innovation, *Evening Students, *External Degree Programs, *Higher Education, Part Time Students, Program Descriptions, University Extension

An external degree is one that may be earned outside the central structure of a college or university. The most common form of external degree program is the evening college in which students, who are usually working adults, meet the standard requirements for a four-year degree by taking a part-time program after work. No allowances are made in evening college programs for what adult students may have learned outside the classroom, even though this learning may be equivalent to what they are required to learn for

their degrees. Sensing this problem, a number of programs were developed in the late forties and fifties to take advantage of the rich experience that many adults have had in their lives. Most often such programs provide not only an opportunity for credit for life experience but also for teaching methods and requirements that seem to be more appropriate for mature students. The adult degree programs of nine schools are examined in the report; Brooklyn College, Queens College; Mundelein College; Roosevelt University; University of Oklahoma; Syracuse University; Goddard College; University of South Florida; State University of New York College, Brockport. The most significant findings of the study are: (1) these programs seem to be reacting to the move toward vocational orientation in undergraduate programs. (2) The programs are moving away from their unique designs toward compatibility with more traditional programs. (3) Lack of full time faculties keeps the staff of these programs from exercising authority within their institutions. (Author/PG)

ED 101 608 HE 006 199
Bournazos, Kimon Leamy, Mary K.

An Exploratory Study Concerning Attitudes of Foreign Students Enrolled at WMU (Western Michigan University).

Western Michigan Univ., Kalamazoo.
 Pub Date Jan 74

Note—36p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Academic Achievement, Academic Education, Curricular Activities, *College Housing, *College Students, Community Involvement, Dormitories, Educational Finance, *Foreign Students, *Higher Education, Recreational Activities, *Student Attitudes, Student Costs, Student Experience, Student Participation, Universities

Identifiers—*Western Michigan University

This report is a summary of the findings from 102 foreign students who answer anonymously a mail questionnaire concerning their attitudes on such matters as dormitory living conditions, community life, finances, and related matters about their education at Western Michigan University. Findings suggest: (1) About two-thirds of these students either came directly from their home-lands or were in this country only a short time prior to enrollment. (2) Slightly over 50 percent are self-supporting while the rest are financed by scholarships or are partially self-supporting. (3) Most students plan to return to their countries for employment after graduation. (4) Almost half of these students feel that their expenses were higher than anticipated. (5) Most students feel no discrimination or only a few isolated instances of it. (6) A few students still experience difficulty with the English language. (7) About half of these students live on campus; however, about 30 percent feel that dormitory living conditions are not as desirable as they expected. (8) Most students find social and recreational activities at WMU appealing; however, many feel that these activities do not fit their budgets. Additional findings and statistical data are presented. (MJM)

ED 101 609 HE 006 200
Metlay, W. And Others

The Accepted Applicant Survey-1972 and 1973: Important Criteria in Choosing a College, and Perceptions of Hofstra by Students Who Did Not Attend. Report No. 107.

Hofstra Univ., Hempstead, N.Y. Center for the Study of Higher Education.

Pub Date Dec 74

Note—32p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—*College Choice, *Higher Education, Questionnaires, School Environment, *Student Application, Student Attitudes, *Student Characteristics, *Surveys

In 1972 and 1973, a 37-item questionnaire, the Accepted Application Survey (AAS), was mailed to a number of students. In the 1972 study the focus was on applicants accepted by Hofstra but who decided not to attend (no-shows). Approximately 45 percent of the 1972 population completed and returned the questionnaire. In 1973, the questionnaire was mailed to both no-shows and those who did attend. In the former and latter categories, 28 percent and 31 percent, respectively, completed and returned the

questionnaire. The AAS was designed to elicit certain kinds of information about factors relevant to university life. Such factors include academic, location, financial, social activities, external advice, and a general category that includes items that are mixtures of two or more factors. Findings indicate: (1) No-shows rated their attended university more positively than they did Hofstra, although they rated Hofstra in a positive manner as well. (2) In 1973, more than 50 percent of the no-shows rated Hofstra positively on the following academic items: academic reputation, course offerings, availability of desired major, innovative curriculum, and quality of the faculty. (3) The positive rated items included under location were: commuting convenience, easy access to home for residential students, and general geographic location. (4) Under social activities, the positive items were: degree of freedom allowed students, extra-curricular activities, and dorms available. Appendixes include the applicants' survey and the accepted applicants' survey. Statistical tables accompany the text. (Author/PG)

ED 101 610 HE 006 201

Arnsstein, George E.

The Non-Traditional College: How to Determine Minimum Standards.

Pub Date 23 Oct 74

Note—20p.; Paper prepared for use at the Conference on Quality Control in Non-Traditional Postsecondary Education, Antioch College, Columbia, Maryland, November 10-12, 1974

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Academic Standards, Alternative Schools, Educational Improvement, *Educational Quality, *Experimental Colleges, Experimental Schools, *Higher Education, *Open Education, Post Secondary Education
Indicators of the quality of a nontraditional college are difficult to define since the outputs of nontraditional education differ from traditional outputs. This document assesses some of the possible indicators, including accreditation status; state charters, licenses, and approvals; the college catalogue listing of faculty and indication of institutional goals; what to look for at site visits; attrition and placement; accuracy of catalog; faculty organization and participation; student government and organization; and the quality and availability of dissertations. The cumulative impact of each of these factors may be helpful in assessing institutional quality. (MJM)

ED 101 611 HE 006 202

Hendricks, Glenn L.

U of M (University of Minnesota) Student Attendance Patterns: The Perspective of a Decade 1964-73. Research Bulletin; Vol. 15, No. 16, January 1975.

Minnesota Univ., Minneapolis. Office for Student Affairs.

Pub Date 31 Jan 75

Note—8p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Attendance, *Attendance Patterns, *College Attendance, *College Freshmen, College Students, *Higher Education, Historical Reviews, Research Projects, Universities

Identifiers—*University of Minnesota

An examination of attendance patterns of entering University of Minnesota freshmen over the past ten years indicates a remarkable stability in the percentage rates of student persistence. A comparison with other earlier data indicates that these rates have not changed in half a century even though the mission of the institution and the size of the student population has considerably altered. (Author)

ED 101 612 HE 006 203

Perspectives and Plans for Graduate Studies. 14. Physics and Astronomy 1974.

Ontario Council on Graduate Studies, Toronto. Advisory Committee on Academic Planning.

Pub Date 74

Note—242p.

Available from—Council of Ontario Universities, 130 St. George Street, Suite 8039, Toronto, Ontario M5S 2T4 (\$5.00)

EDRS Price MF-\$0.76 HC-\$12.05 PLUS POSTAGE

Descriptors—*Astronomy, *Curriculum Planning, Educational Finance, Educational Planning.

Enrollment Projections, Enrollment Trends, Foreign Countries, Graduate Students, *Graduate Study, *Higher Education, *Physics, Research Needs, Student Mobility

Identifiers—Canada, *Ontario
On the instruction of the Council of Ontario Universities, the Advisory Committee on Academic Planning has conducted a planning assessment for graduate studies in physics and astronomy. Contents of the report encompass future enrollment projections in physics graduate studies, the distribution of physics graduate students among the universities, and graduate work in astronomy in Ontario. Recommendations of the committee suggest: (1) That the universities plan on a level of enrollment suggested by the consultants; (2) That the Discipline Group report annually on the location of the undergraduate training of the new graduate students in each department; (3) That urgent attention be given to the question of research funding for professors whose departments do not offer graduate programs in their fields; (4) That the Physics and Astronomy Discipline Groups, in their normal role, annually review admission standards by examining records of newly enrolled graduates, and periodically review the plan for physics and astronomy as to enrollment levels and adequacy of coverage of the specialties, including neglected fields; and (5) That the universities formulate policies governing applied research. (MJM)

ED 101 613 HE 006 204

Lumsden, Keith

Efficiency in Universities: The La Paz Papers. Studies on Education; Vol. 4.

Elsevier Scientific Publishing Co., New York, N.Y.

Pub Date 74

Note—278p.

Available from—Elsevier Scientific Publishing Company, Inc., 52 Vanderbilt Avenue, New York, New York 10017 (\$15.95)

Document Not Available from EDRS.

Descriptors—*Educational Administration, Educational Finance, Educational Improvement, *Efficiency, *Higher Education, *Management, Student Evaluation, Universities, *University Administration

Most universities have been organized as non-profit public or private institutions. Their objectives have not been clearly defined nor has their behavior been well understood. In practice, the management of universities is carried out by administrators who depend largely on government funding and/or private donations. They are subject to various forms of pressure applied by diverse groups each trying to use the university as a means of furthering its own objective. Such a situation not only causes resource misallocations but provides few incentives for improvement. The crucial question of how university efficiency can be improved is dealt with in this volume. The various facets of the question are treated including defining different functions of the university, improving efficiency through reorganization and the introduction of new techniques, the use of student evaluations and various methods of financing higher education. In addition, the question is raised about what types of research are needed in higher education to bring about significant increases in efficiency. (MJM)

ED 101 614 HE 006 205

Williams, Gareth L. And Others

The Academic Labour Market: Economic and Social Aspects of a Profession. Studies on Education; Vol. 3.

Elsevier Scientific Publishing Co., New York, N.Y.

Pub Date 74

Note—566p.

Available from—Elsevier Scientific Publishing Company, Inc., 52 Vanderbilt Avenue, New York, New York 10017 (\$18.75)

Document Not Available from EDRS.

Descriptors—College Teachers, Economic Factors, Educational Demand, Educational Supply, *Faculty, *Foreign Countries, *Higher Education, Institutional Role, Labor Market, *Manpower Needs, Manpower Utilization, Professional Personnel, Social Factors, *Teacher Attitudes, Teacher Role

Identifiers—*Great Britain

The expansion of higher education in Great Britain since World War II has been accompanied by a corresponding growth in research and publi-

cations analyzing its causes and consequences. Many have seen it as a forerunner of a type of social organization, the "post-industrial society," one in which educational and scientific training and knowledge are becoming the principle sources of institutional leadership and social change. This book tries to do three things. First it examines the effects of the explosive expansion of the universities in the 1960's on the structure of university teaching as a career. Its effect on promotion prospects, the quality of recruits, etc., are scrutinized. Secondly it analyzes the academic labor market in Great Britain showing how universities respond to relative shortages and surpluses of different specialists. Thirdly, it examines the attitudes of university teachers themselves to their work, their students, their research and their responsibilities to society in general. (MJM)

ED 101 615 HE 006 206

Psacharopoulos, George Hinchliffe, Keith

Returns to Education: An International Comparison. Studies on Education; Vol. 2.

Elsevier Scientific Publishing Co., New York, N.Y.

Pub Date 73

Note—216p.

Available from—Elsevier Scientific Publishing Company, Inc., 52 Vanderbilt Avenue, New York, New York 10017 (\$10.75)

Document Not Available from EDRS.

Descriptors—Case Studies, *Educational Benefits, *Educational Economics, Educational Finance, *Foreign Countries, *Higher Education, Human Capital, *Socioeconomic Status

Since the education boom of the sixties enough time has passed for estimates to be made of the profitability of such a highly speculative investment of human capital. Only from these sources of information can we determine future education and manpower, and develop human resources. Returns to education are clearly visible, whether they differ between rich and poor countries or with the returns to physical capital. Empirical evidence was gathered in 53 case studies in 32 countries and collated into a concise reference form. Through econometric analysis an attempt was made to find existing regularities between the returns to education and other characteristics of the countries involved, such as the brain drain, the distribution of earnings, levels and costs of education and the ease of substitution among different types of educated labor. About 200 bibliographic entries, 46 tables, 8 appendices and a thorough index (subject-author-country) make this book a valuable reference tool in the subject. (MJM)

ED 101 616 HE 006 207

Ahamad, Bashir And Others

The Practice of Manpower Forecasting: A Collection of Case Studies. Studies on Education; Vol. 1.

Elsevier Scientific Publishing Co., New York, N.Y.

Pub Date 73

Note—345p.

Available from—Elsevier Scientific Publishing Company, Inc., 52 Vanderbilt Avenue, New York, New York 10017 (\$12.50)

Document Not Available from EDRS.

Descriptors—Case Studies, *Developing Nations, *Economic Development, Educational Finance, Employment Patterns, Employment Projections, Employment Trends, Foreign Countries, *Higher Education, *Manpower Needs, *Manpower Utilization

In the 1960's academics, politicians, administrators and industrialists became convinced of the importance of education for economic development. The forecasting of qualified manpower needs was able to turn this new idea into practice. During the decade hundreds of manpower forecasts were made and innumerable international conferences were held to discuss manpower planning. Popularity of manpower forecasting as an operational tool has continued to increase. At the same time, disillusionment with its assumptions, methods and results is appearing among those concerned with finding an economic rationale for growing educational expenditures. In this book the doubts find practical expression in a language rigorous enough for academics but easily comprehensible to administrators and industrialists. The authors have examined the experience of manpower forecasting in a number of developed and developing coun-

tries and concluded that nearly all the exercises have been monumental failures, both conceptually and in practice. However, in the concluding chapter the authors do make their own proposals about how forecasting of qualified manpower needs can be improved. (MJM)

ED 101 617 HE 006 208

Henderson, Jean Glidden Henderson, Algo D.

Ms. Goes to College.

Pub Date Feb 75

Note—224p.

Available from—Southern Illinois University Press, P.O. Box 3697, Carbondale, Illinois 62901 (PC-\$3.95; HC-\$7.95)

Document Not Available from EDRS.

Descriptors—*Alcoholic Beverages, *College Students, *Curriculum Problems, Drug Abuse, *Females, *Higher Education, *Personal Interests, Personal Values, Sexuality

This book provides informative, factual, and valuable information for college women covering the personal areas of sex, alcohol, drugs, and identity, and the academic area—the disciplines, the curriculum. They discuss traditional subjects, modern subjects, vocations, and educational decisions for the female college student. (MJM)

ED 101 618 HE 006 209

Shulman, Carol Hermsdorf

Higher Education: Public Attitudes and Federal Legislation. ERIC/Higher Education Research Currents, February 1975.

George Washington Univ., Washington, D.C. ERIC Clearinghouse on Higher Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Feb 75

Note—5p.

Available from—American Association for Higher Education, One Dupont Circle, Suite 780, Washington, D.C. 20036 (\$0.40)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Attitudes, *Community Attitudes, Educational Attitudes, Educational Demand, Educational Economics, Educational Finance, *Federal Legislation, *Higher Education, Literature Reviews, *Public Opinion, School Community Relationship, Student Attitudes

Identifiers—*Education Amendments of 1972

Colleges and universities today understand that positive public attitudes about higher education are important because they affect their financial stability and public support of their academic programs. Recent opinion surveys highlight the public's view that colleges should provide more adequate career preparation, while students also see their college years as an important time for personal development. Student interests are particularly important because of their new lobbies, and because of the new direction in federal funding under the Education Amendments of 1972, which channel a substantial proportion of federal higher education funds to institutions through student choices. Last, the higher education community has also come to recognize that public and congressional understanding and support for its goals and programs are important to its well-being. To this end, new information services have been established to provide a sound relationship with federal agencies and the Congress. (MJM)

ED 101 619 HE 006 210

Zwingle, J. L. Mayville, William V.

College Trustees: A Question of Legitimacy. ERIC/Higher Education Research Report No. 10, 1974.

George Washington Univ., Washington, D.C. ERIC Clearinghouse on Higher Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Feb 74

Note—60p.

Available from—American Association for Higher Education, One Dupont Circle, Suite 780, Washington, D.C. 20036 (\$3.00)

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—Administrative Organization, Change Agents, *Collective Bargaining, College Administration, Educational Accountability, *Governance, Governing Boards, *Higher Education, Institutional Administration, Literature Reviews, *Tenure, *Trustees

The impact of social and institutional pressures for governance reform in higher education during

the late sixties resulted in many accommodations and constructive changes in institutional policies and procedures. However, with a change in the economic climate and with the advent of collective bargaining a new range of items are appearing on the agenda of trustees. This document reviews recent literature on trustees and examines issues that should concern those who govern institutions of higher education. (MJM)

ED 101 620 HE 006 211

The Academic Common Market, 1975-76.

Southern Regional Education Board, Atlanta, Ga. Pub Date [74]

Note—66p.

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—Educational Innovation, *Higher Education, *Interinstitutional Cooperation, *Program Coordination, Program Descriptions, *Residence Requirements, Southern States, Student Costs, *Tuition

Identifiers—*Academic Common Market

The Academic Common Market is an interstate agreement among Southern states for sharing academic programs. Participating states are able to make arrangements for their residents who qualify for admission to enroll in specific programs in other states on an in-state tuition basis. The initial arrangements have been limited to unusual graduate programs. The Common Market concept recognizes that it is impractical to attempt development of programs in every field of knowledge—especially since there already exist in each Southern state programs, not offered in some of the others, capable of accommodating additional students. Through the sharing of such programs, the Market will assist in eliminating unnecessary duplication and increasing availability and access to programs necessary in meeting the educational needs of citizens in the participating states. The graduate opportunities available to residents of Southern states through the Academic Common Market are listed in this document, state-by-state. As a result of arrangements worked out by the participating states, students entering these programs through the Market will not be required to pay out-of-state tuition fees. This information is followed by program notes containing brief program descriptions and addresses to which inquiries about admission to programs should be sent. (Author/PG)

ED 101 621 HE 006 212

Japanese Patterns of Institutional Management in Higher Education.

Hiroshima Univ. (Japan). Research Inst. for Higher Education.

Pub Date Dec 74

Note—43p.; Prepared for the Conference of Member Institutions for the Programme on Institutional Management in Higher Education (2nd, Paris, France, January 1975)

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Colleges, Decision Making, *Educational Administration, Faculty, *Foreign Countries, *Higher Education, *Institutional Administration, *Management, Teacher Attitudes, Universities

Identifiers—*Hiroshima University, Japan

In the fall of 1972, Hiroshima University decided to participate in the OECD/CERI Decentralized Project: Programme on Institutional Management in Higher Education (IMHE). Hiroshima University's Research Institute for Higher Education (RIHE) participated in the program as a representative research coordinator for the Japanese universities and colleges that were concerned with this research program. More than 1,800 faculty members and more than 150 institutions of higher education responded to questionnaires concerning the problems of institutional management in Japanese higher education. Tentative results of the analysis are categorized according to: surveys on the decision-making structures within institutions of higher education; surveys on the changing structures in institutional management in recent years; and surveys on the attitudes and opinions of faculty members toward the decision-making process. (MJM)

ED 101 622 HE 006 213

Lombardi, Kathryn W. And Others

Report on the [MIT] Alumni Survey.

Massachusetts Inst. of Tech., Cambridge.

Pub Date Jan 75

Note—80p.

EDRS Price MF-\$0.76 HC-\$4.43 PLUS POSTAGE

Descriptors—*Alumni, *Attitudes, *College Graduates, Educational Finance, Educational Quality, Graduate Surveys, *Higher Education, *Student Experience, Student School Relationship, Universities

Identifiers—*Massachusetts Institute of Technology

The attitudes and opinions of the Massachusetts Institute of Technology alumni were surveyed, indicating a lack of unanimity on any point in the survey. What did emerge was a tapestry of opinions and views that present a view of the alumni and the institute. These views cover the reputation and quality of MIT, student experience at MIT, recent trends at the institute, MIT's financial situation, associations and ties with MIT, alumni-MIT communications, institute's service to the alumni, and the potential for alumni-MIT involvement. (MJM)

ED 101 623 HE 006 215

Brumlett, Gene A.

The Academic Community: A Backup Force to State Government. A Summary Report.

Southern Regional Education Board, Atlanta, Ga.

Spons Agency—National Science Foundation,

Washington, D.C.

Pub Date Feb 74

Note—31p.

Available from—Southern Regional Education Board, 130 Sixth Street N.W., Atlanta, Georgia 30313 (\$1.00)

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Educational Finance, Educational Planning, *Higher Education, *Southern States, *State Boards of Education, *State Government, *Statewide Planning

State governments today are being confronted with new responsibilities that require innovative approaches to better serve the people they represent. This study of relationships between state governments and the academic community in a 14-state region of the South provides clear descriptions of the needs of state governments and delineates the capabilities and limitations of the academic community in meeting those specific needs. The report identifies the obstacles to overcome and recommends specific steps that can be taken to achieve more productive working relationships. Recommendations include: (1) Establishment of a coordinating council (in states where appropriate) to serve as a facilitator and harmonizer in improving working relationships between state government and the academic community; (2) reassessment by state agencies of ways they can draw effectively on the specialized resources of the state's institutions of higher education; (3) establishment of separate line items in the budgets of appropriate state agencies to help alleviate the difficulty of financing public service activities; (4) establishment of public service positions in central boards of higher education (where appropriate) to encourage member institutions to provide services to state government. (Author/PG)

ED 101 624 HE 006 216

Bell, T. H.

Does the Small Private College Have a Future?

Pub Date Jan 75

Note—9p.; Prepared for the Annual Meeting of the Council of Small Private Colleges (Washington, D.C., January 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Church Related Colleges, College Students, Communication Skills, Economic Education, *Educational Finance, *Educational Needs, *Higher Education, Marketing, *Private Colleges, *Private Schools, Speeches, Student Needs

The small private college does indeed have a future if it will roll with the times. Three suggestions which may assist in the survival of an institution involve the restructuring of course offerings to encompass: (1) the learning of salable work skills, (2) an emphasis on teaching the students to communicate and express their thoughts and ideas in speech and writing so others can understand clearly, and (3) an education in economic literacy to enable the student to become economically independent through personal money management. (Author/PG)

ED 101 625

HE 006 217

Kelley, Edward P., Jr.

243 Institutions, with 357 Campuses, That Have Collective Bargaining Agents. An Update. Special Report No. 12.

Academic Collective Bargaining Information Service, Washington, D.C.

Spons Agency—American Association of State Colleges and Universities, Washington, D.C.; Association of American Colleges, Washington, D.C.; Carnegie Corp. of New York, N.Y.; National Association of State Universities and Land Grant Colleges, Washington, D.C.

Pub Date Feb 75

Note—16p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS

POSTAGE

Descriptors—*Arbitration, *Collective Bargaining, *Collective Negotiation, Employer Employee Relationship, Employment Problems, *Grievance Procedures, *Higher Education

Contained in this special report is a list of the 243 institutions that have collective bargaining agents. The citations are divided by the bargaining agent, and then listed by 4-year or 2-year institutions. The bargaining agents listed are: American Association of University Professors; National Education Association; American Federation of Teachers, and independent agents. Statistical tables then list college faculties with bargaining agents (by campus and by institution), faculties with or renegotiating contracts, and types and number of agents by state within regions. (Author/PG)

ED 101 626

HE 006 218

Nashville University Center. Report of the Executive Director 1973-74.

Nashville Univ. Center, Tenn.

Pub Date [74]

Note—32p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS

POSTAGE

Descriptors—Computer Assisted Instruction, Consortia, *Facility Planning, *Flexible Facilities, *Higher Education, *Interinstitutional Cooperation, *Shared Facilities

Identifiers—Fisk University, George Peabody College, Meharry Medical College, *Nashville University Center, NUC, Scarritt College, Vanderbilt University

This report gives a picture of the Nashville University Center (NUC) during the academic year 1973-74. The purpose of the NUC is "to encourage through cooperation operating economies and academic and community programs that cannot be undertaken by individual institutions." To succeed in creating individual programs of cooperation, the NUC must also pursue the more general purpose of facilitating and increasing the communication and interaction at every level among these institutions. The document is divided into six sections: Section 1 covers academic cooperation activities, (cross-registration, departmental interaction, the common calendar, Fisk-Vanderbilt dual-degree program in science-engineering, committee on linguistics, and the Inter-University Psychology Consortium). The Fine Arts Festival and the Cooperation in Administrative Services are contained in sections 2 and 3. Section 4 concerns shared educational media resources (libraries, computer-assisted instruction, and cable tv). International programs and affairs comprise section 5. Section 6 delineates other projects and prospects (research in education, equal opportunity in housing, and continuing education and life-long learning). The financial statement and the committee membership list is also included. (Author/PG)

ED 101 627

HE 006 219

Fifth Annual Report to the Governor and the Legislature, Utah State Board of Regents 1973-74.

Utah State Board of Higher Education, Salt Lake City.

Pub Date Dec 74

Note—175p.

EDRS Price MF-\$0.76 HC-\$8.24 PLUS

POSTAGE

Descriptors—Budgets, *Curriculum Planning, Degrees (Titles), Educational Facilities, *Educational Finance, Educational Television, *Higher Education, Interinstitutional Cooperation, *State Agencies, *Statewide Planning

Identifiers—*Utah

This annual report details the Utah State Board of Regents actions and presents the financial, curricula, and planning data for 1973-74. Sections 1 and 2 cover the commissioner's report and a listing of events of the year. Section 3, academic affairs, reviews the role assignments at various universities and curricular studies, cooperation with the Western Interstate Commission of Higher Education, the Veterans' Approval Program, statewide educational television, and number of degrees conferred. Sections 4 and 5 present figures concerning budgets, finance, and capital facilities. (MJM)

ED 101 628

HE 006 220

Separate Tuition Payments for Vietnam Era Veterans; Hearings Before the Subcommittee on Education and Training of the Committee on Veterans' Affairs, House of Representatives, Ninety-Third Congress. Second Session of H.R. 11134, 11545, 11681, 13183, 13184, 13185, 13433.

Congress of the U.S., Washington, D.C. House Committee on Veterans' Affairs.

Pub Date 74

Note—182p.

EDRS Price MF-\$0.76 HC-\$9.51 PLUS

POSTAGE

Descriptors—Federal Aid, Federal Legislation, Financial Support, *Higher Education, *Tuition, *Tuition Grants, *Veterans, *Veterans Education

This document presents hearings before the Subcommittee on Education and Training of the Committee on Veterans' Affairs, House of Representatives, concerning separate tuition payments for Vietnam era veterans. Statements and testimony of interested group spokesmen and various Congressmen are presented with statistical data. (MJM)

ED 101 629

HE 006 221

Hoang, Yip Yat, Ed.

Roles of Universities in Local and Regional Development in Southeast Asia.

Regional Inst. of Higher Education and Development, Singapore.

Pub Date 73

Note—224p.; Proceedings of the workshop held in Penang, December 4-7, 1972

Available from—Regional Institute of Higher Education and Development, c/o University of Singapore, Cluny Road, Singapore 10, Republic of Singapore (\$4.75 prepaid)

EDRS Price MF-\$0.76 HC Not Available from

EDRS. PLUS POSTAGE

Descriptors—Community Development, *Economic Development, *Foreign Countries, *Higher Education, *Institutional Role, *Regional Planning, School Community Relationship, Universities, Urban Universities

Identifiers—*Southeast Asia

The last two decades have witnessed a sudden upsurge of new institutions of higher learning in countries of Southeast Asia, and most of these institutions are located in nonmetropolitan areas. What is the nature and function of these metropolitan or regional universities? How do they relate to the metropolitan universities? What role can they play in promoting the regional or subnational development process? How should they interact with the provincial government and the local community in playing this role? How do they relate to their immediate environment? Each of these questions is answered in the various papers presented at the workshop sponsored by the Regional Institute of Higher Education and Development. (MJM)

ED 101 630

HE 006 222

Sanguanruang, Saeng

Development Planning in Thailand: The Role of the University.

Regional Inst. of Higher Education and Development, Singapore.

Pub Date Sep 73

Note—106p.

Available from—Regional Institute of Higher Education and Development, c/o University of Singapore, Cluny Road, Singapore 10 (\$1.75)

EDRS Price MF-\$0.76 HC Not Available from

EDRS. PLUS POSTAGE

Descriptors—Community Development, *Economic Development, *Foreign Countries, *Higher Education, *Institutional Role, *Regional Planning, *School Community Relationship, Universities

Identifiers—*Thailand

This study attempts to provide a better understanding of the role of institutions of higher learning in national development planning in Thailand, and further attempts to provide some answers to the question of the involvement of the university in development planning in the regions as a whole. Emphasis is placed on the historical background, development objectives, and strategy, major problem areas, and the role of the university. (MJM)

ED 101 631

HE 006 223

Tapingkae, Amnuay, Ed.

The Growth of Southeast Asian Universities: Expansion versus Consolidation.

Regional Inst. of Higher Education and Development, Singapore.

Pub Date 74

Note—204p.; Proceedings of the workshop held in Chiang Mai, Thailand, November 29-December 2, 1973

Available from—Regional Institute of Higher Education and Development, 1974 c/o University of Singapore, Bukit Timah Road, Singapore 10 (\$5.20)

EDRS Price MF-\$0.76 HC Not Available from

EDRS. PLUS POSTAGE

Descriptors—Cooperative Planning, *Educational Development, *Educational Improvement, Educational Opportunities, *Foreign Countries, *Higher Education, *Universities, Workshops

Identifiers—Indonesia, Khmer Republic, Laos, Malaysia, Philippines, Singapore, *Southeast Asia, Thailand, Vietnam

The proceedings of a workshop on the growth of Southeast Asian universities emphasize the problems attendant to this growth; for example, expansion versus consolidation of higher education, and mass versus selective higher education. Papers concerned with university growth focus on various countries: Indonesia, Khmer Republic, Laos, Vietnam, Malaysia, Singapore, Thailand, and the Philippines. (MJM)

ED 101 632

HE 006 224

Hoang, Yip Yat, Ed.

Development of Higher Education in Southeast Asia: Problems and Issues.

Regional Inst. of Higher Education and Development, Singapore.

Pub Date 73

Note—241p.

Available from—Regional Institute of Higher Education and Development, 1973 c/o University of Singapore, Bukit Timah Road, Singapore 10 (\$4.00)

EDRS Price MF-\$0.76 HC Not Available from

EDRS. PLUS POSTAGE

Descriptors—Case Studies, *Educational Development, Educational Improvement, Educational Needs, *Educational Problems, Foreign Countries, *Higher Education, *International Education, Universities

Identifiers—Indonesia, Khmer Republic, Laos, Malaysia, Singapore, *Southeast Asia, South Vietnam, Thailand

This volume of essays examines some of the problems and issues in the development of higher education in Southeast Asia. Part 1 consists of studies on higher education in Singapore, South Vietnam, Indonesia, Malaysia, Thailand, and the Khmer Republic. Part 2 consists of a number of case studies of specific universities in the process of development; and Part 3 deals with a number of specific issues in higher education that are of concern to countries in Southeast Asia. (MJM)

ED 101 633

HE 006 225

Isaacson, Arlene

College Student Attrition. An Annotated Bibliography.

City Univ. of New York, Brooklyn, N.Y.

Brooklyn Coll.

Pub Date Jan 74

Note—213p.

EDRS Price MF-\$0.76 HC-\$10.78 PLUS

POSTAGE

Descriptors—*Annotated Bibliographies, Colleges, *College Students, Community Colleges, Dropout Identification, Dropout Problems, Dropout Rate, *Dropout Research, *Higher Education, Junior Colleges, Universities, *Withdrawal

This annotated bibliography focuses on literature of student attrition at the college level published for the most part between 1965 and 1973. The articles focus mostly on research studies on attrition. Descriptive articles have been

included when they were perceived to extend the concept of attrition. Dissertations and theses have not been included. The annotations are divided into sections according to the types of college or university in which the research was done: 4-year college, 2-year college, or combined/not specified. (MJM)

ED 101 634

HE 006 226

Donovan, Carl C. *And Others*
External Education Program Options Available in Washington. A Report to the Legislature in Response to Senate Floor Resolution 1974-218. Washington State Council on Higher Education, Olympia.
Pub Date Jan 75
Note—77p.

EDRS Price MF-\$0.76 HC-\$4.43 PLUS POSTAGE

Descriptors—Colleges, *Cooperative Planning, Educational Opportunities, *External Degree Programs, *Higher Education, *Interinstitutional Cooperation, Open Education, *Program Descriptions, State Legislation, Universities
Identifiers—*Washington

Washington colleges and universities report 80 external program options, 52 of which entail cooperative efforts among institutions, agencies, or organizations. A total of 66 cities and towns in Washington are directly served through external offerings. This inventory lists each of these program options, including those at private institutions. Information provided for each program includes: termination of program, normal time for student completion, location of the program, when the program is offered, special admission requirements, mode and level of instruction, credits available for the program, full-time equivalent faculty on-site; other support personnel on-site enrollment for 1973-74, median age of the students for 1973-74, and sources of funding. (MJM)

ED 101 635

HE 006 228

Myers, Edward M. Topping, James R.
Information Exchange Procedures Activity Structure. Technical Report No. 63. Western Interstate Commission for Higher Education, Boulder, Colo. National Center for Higher Education Management Systems.
Pub Date 74
Note—108p.

EDRS Price MF-\$0.76 HC-\$5.70 PLUS POSTAGE

Descriptors—Data Collection, Educational Administration, *Higher Education, *Information Processing, *Information Systems, *Management Information Systems, *Management Systems, Manuals
Identifiers—IEP, *Information Exchange Procedures

The Information Exchange Procedures (IEP) developed by the National Center for Higher Education Management Systems (NCHEMS) are a set of standard definitions and procedures for collecting information about disciplines and student degree programs, outcomes of instructional programs, and general institutional characteristics. These definitions and procedures have been developed to facilitate exchange of information among institutions of postsecondary education, providing institutions with some assurance that data they exchange are useful for purposes of comparison. The procedures and definitions recommended in this manual and other manuals about IEP are "targets" for institutions. While it is anticipated that most institutions will be able to follow these recommendations, some institutions may not have available the required information, and others may not be able to provide it at a reasonable cost. Any effort at exchange of data among institutions involves some compromise in an attempt to accommodate the wide variation among institutions. Consequently, while comparable information for exchange is the goal of IEP, NCHEMS cannot guarantee the absolute comparability of data as the final result of IEP. Hopefully, the implementation of IEP will represent reasonable progress toward that goal. (Author/PG)

ED 101 636

HE 006 229

Program Master Plan Summary; Gallaudet College, Including Pre-College Programs. July 1, 1973. Gallaudet Coll., Washington, D.C.
Pub Date 1 Jul 73
Note—190p.

EDRS Price MF-\$0.76 HC-\$9.51 PLUS POSTAGE

Descriptors—Adult Education, Colleges, *Deaf, *Deaf Education, *Educational Planning, Graduate Study, *Higher Education, *Master Plans, Program Descriptions, Public Policy, Public Relations, School Community Relationship, Undergraduate Study

Identifiers—Affirmative Action, *Gallaudet College

This report summarizes plans for the programs of Gallaudet College, including all its constituent units, for the period 1973-82. Following a statement of mission and priorities for 5 and 10 years, program summaries are presented covering: planning and public service, undergraduate programs, student affairs, graduate school, precollege programs, continuing education, and the business office. The Affirmative Action Program is indicated. Appendices deal with master plans for the departments of sociology and mathematics, analysis of factors affecting undergraduate enrollments, and projected enrollments at Gallaudet. (MJM)

ED 101 637

HE 006 230

Gallaudet College Equal Employment Opportunity Affirmative Action Plan.

Gallaudet Coll., Washington, D.C.

Pub Date Jan 74

Note—275p.

EDRS Price MF-\$0.76 HC-\$13.32 PLUS POSTAGE

Descriptors—Colleges, *Deaf, *Deaf Education, *Educational Planning, *Equal Opportunities (Jobs), Equal Protection, Females, *Higher Education, Minority Groups, Program Descriptions, Racial Integration, Sex Discrimination
Identifiers—Affirmative Action, *Gallaudet College

This document details the Affirmative Action Plan in effect at Gallaudet College. Following a policy statement, chapter 2 indicated the affirmative action procedures followed in the areas of policy dissemination, administration and monitoring, reporting and evaluation, training and development programs, recruitment, promotion and selection, employment, and community relations. Chapter 3 presents undergraduate faculty guidelines on equal employment opportunity. Chapter 4 reviews utilization analysis and goals and timetables based on the current workforce, availability data, goals and timetables, and recruitment resources. (MJM)

ED 101 638

HE 006 232

Counselor's Guide: Oklahoma Higher Education. Oklahoma State Regents for Higher Education, Oklahoma City.

Pub Date Dec 74

Note—156p.

EDRS Price MF-\$0.76 HC-\$8.24 PLUS POSTAGE

Descriptors—Accreditation (Institutions), *Admission (School), *College Bound Students, *Counseling Programs, *Educational Counseling, Faculty, *Higher Education, Institutional Role, Program Descriptions
Identifiers—*Oklahoma

This guide provides information concerning the general functions of institutions; general information about admissions policy, accreditation of programs, student and faculty information, and summary information about each institution of higher education in Oklahoma. The primary purpose of this publication is to make factual information available to students, counselors, and parents that will be helpful as prospective college students map out their plans for the future. (MJM)

ED 101 639

HE 006 234

Agreement Between Eastern Michigan University and the Eastern Michigan Chapter of the American Association of University Professors, December 1974.

Eastern Michigan Univ., Ypsilanti.

Pub Date Dec 74

Note—62p.

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—*Collective Bargaining, Contracts, Contract Salaries, Educational Facilities, Faculty, Fringe Benefits, *Grievance Procedures, *Higher Education, *Negotiation Agreements, Performance Specifications, *State Universities, Teacher Administrator Relationship, Teacher Promotion, Teacher Responsibility, Teacher Welfare, Teaching Load

Identifiers—*Eastern Michigan University, Faculty Workload

This contractual agreement between Eastern Michigan University and the Eastern Michigan Chapter of the American Association of University Professors is effective until August 31, 1976. The agreement covers the areas of definitions; general purposes and intent; recognition of agent; past practices; agent rights; personnel files; grievance procedure; layoff and recall; professional responsibilities of faculty; compensation, leaves of absence, appointments, termination, evaluation, promotion, and tenure; faculty committees; right to manage; strikes and lockouts; other provisions; and duration and amendment of the agreement. (MJM)

ED 101 640

HE 006 235

Collective Bargaining Agreement By and Between the Administration of Adelphi University and Adelphi University Chapter, American Association of University Professors.

Adelphi Univ., Garden City, N.Y.

Pub Date 1 Sep 73

Note—24p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Collective Bargaining, *Contracts, Contract Salaries, Educational Facilities, Faculty, Fringe Benefits, Grievance Procedures, *Higher Education, *Negotiation Agreements, Performance Specifications, Teacher Administrator Relationship, Teacher Promotion, Teacher Responsibility, Teacher Welfare, Teaching Load, *Universities
Identifiers—*Adelphi University, Faculty Workload

The collective bargaining agreement covers the period of September 1, 1973 through August 31, 1976. Articles cover definitions, recognition and definition of unit, information to AAUP, check-off of AAUP dues, relationship between the parties, personnel plan and governance provisions, guarantee of rights, grievance and arbitration, no strikes—no lockouts, compensation, equalization, payments, fringe benefits, release time, faculty information and privileges, workload, minimum terms, interest succession, separability, ratification, effective date and duration. Appendices include the NLRB (National Labor Relations Board) certification, equalization allocation schedule, workload, and school of social work workload schedule. (MJM)

ED 101 641

HE 006 236

Agreement Between the Board of Trustees of State Colleges and the Worcester State College Faculty Federation, Local 2070, American Federation of Teachers, AFL-CIO.

Worcester State Coll., Mass.

Pub Date 28 Sep 72

Note—112p.

EDRS Price MF-\$0.76 HC-\$5.70 PLUS POSTAGE

Descriptors—*Collective Bargaining, *Contracts, Contract Salaries, Educational Facilities, Faculty, Fringe Benefits, *Higher Education, *Negotiation Agreements, Performance Specifications, *State Colleges, Teacher Administrator Relationship, Teacher Promotion, Teacher Responsibility, Teacher Welfare, Teaching Load, Trustees
Identifiers—Faculty Workload, *Worcester State College

This contractual agreement was effective for the period from September 28, 1972 to September 28, 1974. Articles cover recognition and definitions, relationship between board and federation, use of college facilities, faculty fringe benefits, a statement on academic freedom and responsibility, participation in decisionmaking, selection and responsibilities of department chairman, process of faculty evaluation, faculty grievances, faculty workload, scheduling, and course assignments, no strike pledge, statutory responsibilities of the board, the policy-making authority of the Board of Trustees, duration and extent of the coagreement, and saving clause. Appendices present the payroll dues check-off and the board's policy on appointment, promotion, and tenure; nondiscrimination; and definition of the work year. (MJM)

ED 101 642

HE 006 237

Agreement Between Board of Trustees of State Colleges and Massachusetts College of Art Faculty Federation Local 2057, American Federation of Teachers, AFL-CIO.
Massachusetts Coll. of Art, Boston.

Pub Date 14 Jun 73

Note—62p.

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—*Collective Bargaining, *Contracts, Contract Salaries, Educational Facilities, Faculty, Fringe Benefits, *Higher Education, *Negotiation Agreements, Performance Specifications, *State Colleges, Teacher Administrator Relationship, Teacher Promotion, Teacher Responsibility, Teacher Welfare, Teaching Load, Trustees
Identifiers—Faculty Workload, *Massachusetts College of Art

This document presents the agreement between the Board of Trustees of State College and Massachusetts College of Art Faculty Federation for the period July 1, 1973 to June 30, 1975. Articles concern recognition and definition, relationship between board and federation, use of college facilities, faculty fringe benefits, statement of academic freedom and responsibility, participation in decisionmaking, division and department organization, faculty evaluation and advancement, duties of faculty, faculty grievances, no-strike pledge, statutory responsibilities, the policy-making authority of the Board of Trustees, compliance with board time schedules, duration and extent of contract, and the saving clause. Appendices present the payroll dues check-off; the board's policy on appointment, promotion, and tenure; nondiscrimination and definition of work year; criteria for studio personnel; and forms for faculty evaluation, student evaluation, and the professional data forms. (MJM)

ED 101 643

HE 006 242

Breneman, David W.

Graduate School Adjustments to the "New Depression" in Higher Education. Technical Report No. 3.

National Board on Graduate Education, Washington, D. C.

Spons Agency—Ford Foundation, New York, N.Y.

Pub Date Feb 75

Note—105p.

Available from—Printing and Publishing Office, National Academy of Sciences, 2101 Constitution Avenue, N.W., Washington, D.C. 20418

EDRS Price MF-\$0.76 HC-\$5.70 PLUS POSTAGE

Descriptors—Doctoral Degrees, Educational Finance, *Enrollment Trends, *Financial Support, *Graduate Students, *Graduate Study, *Higher Education, Job Market, Job Placement, Labor Supply, Manpower Utilization, Private Schools

This report presents findings from a study that investigated trends in graduate student enrollments, financial support, and job placements for new doctoral graduates over a recent 6-year period. The purpose was to assess some of the impacts that declining financial support for graduate students and recent labor market difficulties for Ph.D.'s have had on graduate departments. Findings indicate: (1) In the majority of disciplines studied, the result was a general stability in the percentage distribution of graduate enrollments among quality categories over this period of adjustment. (2) The cutbacks in federal support for graduate students have had a larger absolute impact on the highest rated departments because they are the largest departments and have the most federally supported students, but these departments have not suffered disproportionately relative to the others. (3) Private universities enrolled a slightly smaller proportion of graduate students in the fields under study in FY 1973 than in FY 1968, but the highest rated graduate departments in private institutions actually increased their proportion of enrollments relative to comparably rated public departments. Additional findings and statistical data are included. (MJM)

ED 101 644

HE 006 244

The States and Graduate Education. Report of the Task Force on Graduate Education, Report No. 59.

Education Commission of the States, Denver, Colo.

Pub Date Feb 75

Note—37p.

Available from—Education Commission of the States, 300 Lincoln Tower, 1860 Lincoln Street, Denver, Colorado 80203 (\$2.50)

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Educational Finance, Government Role, *Graduate Study, *Higher Education, Industry, Institutional Role, Job Market, Job Skills, *Manpower Development, *Manpower Needs, Manpower Utilization, School Industry Relationship, State Federal Support, *State Government, Student Role

This document was designed to consider the respective roles of students, institutions, foundations, business and industry, the states, and the nation in support of graduate education to assure an adequate supply of trained manpower to meet foreseeable state and national needs. Following introductory material, emphasis is placed on the current problems and concerns related to public policy issues in graduate education and research, and the role of the states in an institutional-state-federal partnership. (MJM)

ED 101 645

HE 006 246

The Role of Universities in Workers' Education.

International Labour Office, Geneva (Switzerland).

Pub Date 74

Note—231p.; Proceedings of a symposium sponsored by the International Labor Office (Geneva, Switzerland, November 1973)

EDRS Price MF-\$0.76 HC-\$12.05 PLUS POSTAGE

Descriptors—Adult Education, Educational Responsibility, *Higher Education, Implant Programs, *Institutional Role, *Labor Education, Labor Force, *Labor Unions, Off the Job Training, *Universities

Should universities collaborate with trade unions and workers' education bodies? If so, how and why? These and other related questions were explored in a research project undertaken by the International Labour Office and provided the basis for a symposium held in Geneva, November 1973. This document summarizes the research findings, relevant points of the symposium discussions, and the conclusions reached by the participants, as well as their contributions with regard to distinctive natural experiences. The information contains the form, nature, and extent of the collaboration between universities and trade unions in the field of workers' education. (MJM)

ED 101 646

HE 006 247

Johnson, Richard S. Huff, Robert A.

Information Exchange Procedures Cost Study Procedures Manual. Technical Report No. 65.

Western Interstate Commission for Higher Education, Boulder, Colo. National Center for Higher Education Management Systems.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Jan 75

Note—103p.

EDRS Price MF-\$0.76 HC-\$5.70 PLUS POSTAGE

Descriptors—Computer Oriented Programs, Educational Economics, *Educational Finance, *Estimated Costs, Expenditure Per Student, Expenditures, *Higher Education, Operating Expenses, *Program Costs, *Unit Costs
Identifiers—IEP, Information Exchange Procedures

This document provides the definitions and procedures for the costing portion of the NCHEMS Information Exchange Procedures (IEP). Also included is an overview of the eight steps and more detailed activities to be performed by institutions using related computer software to conduct the IEP cost study. The IEP cost study implementation steps are: develop the IEP activity structure, develop the instructional workload matrix, cross over direct expenditures to the IEP activity structure, calculate discipline direct unit analysis, allocate support costs/calculate full costs, and calculate full unit costs. (MJM)

ED 101 647

HE 006 248

Wing, Paul

Higher Education Enrollment Forecasting: A Manual for State-Level Agencies.

Western Interstate Commission for Higher Education, Boulder, Colo. National Center for Higher Education Management Systems.

Spons Agency—Ford Foundation, New York, N.Y.; National Inst. of Education (DHEW), Washington, D.C.

Pub Date 74

Note—103p.

EDRS Price MF-\$0.76 HC-\$5.70 PLUS POSTAGE

Descriptors—*College Students, Data Analysis, Data Collection, Educational Planning, *Enrollment, *Enrollment Projections, *Enrollment Trends, *Higher Education, State Agencies, Statistical Data

The primary objectives of this manual are to provide enrollment forecasting practitioners with guidance about the use of specific forecasting techniques and procedures and to foster greater understanding of these important planning tools. In addition to general discussion of such topics as accuracy, uses, assumptions, and data requirements, the manual provides illustrations of the application of several of the most widely used techniques. A review of the literature is provided in an appendix. (Author)

ED 101 648

HE 006 249

Agreement Between Temple University of the Commonwealth System of Higher Education and the American Association of University Professors, Temple Chapter.

Temple Univ., Philadelphia, Pa.

Pub Date 73

Note—41p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—*Contracts, Contract Salaries, *Faculty, Fringe Benefits, Grievance Procedures, *Higher Education, Salaries, Teacher Promotion, *Teacher Welfare, Teaching Load, Tenure, *Universities
Identifiers—*Temple University

This agreement between Temple University and the Temple Chapter of the American Association of University Professors covers the period July 1, 1973 to June 30, 1976. Articles of the agreement cover recognition, definitions, salaries, fringe benefits, workload, tenure procedures, termination of service of faculty, promotions; appointment, promotion, and termination of service librarians and of academic professionals; selection and compensation of department chairpersons, Affirmative Action, discrimination, maintenance of standards, grievance procedures, arbitration procedures, rights of AAUP, deduction of dues, rights of the university, personnel files, no strike/no lockout clause, savings clause, federal wage controls, meet-and-discuss conference, agreement construction, duration of agreement, and new positions for academic professionals. A definition of academic professionals and the administrative salary structure are included in the appendices. (MJM)

ED 101 649

HE 006 250

Sockloff, Alan L., Ed.

Proceedings: Faculty Effectiveness as Evaluated by Students.

Temple Univ., Philadelphia, Pa. Measurement and Research Center.

Pub Date [73]

Note—259p.; Proceedings of the First Invitational Conference on Faculty Effectiveness as Evaluated by Students (Temple University, Philadelphia, Pennsylvania, April 1973)

EDRS Price MF-\$0.76 HC-\$13.32 PLUS POSTAGE

Descriptors—Affective Behavior, College Students, Conference Reports, Educational Improvement, *Effective Teaching, *Faculty, *Faculty Evaluation, Feedback, *Higher Education, Instructional Improvement, Models, Performance Criteria, Student Attitudes, Student Opinion, Teacher Evaluation, Teacher Rating, *Teaching Quality

Identifiers—*Kansas State University, Michigan State University

Faculty effectiveness as evaluated by students was the focal point of the first invitational conference sponsored by the Measurement and Research Center of Temple University. Papers presented cover: the rationale of student evaluation of faculty, the impact of student ratings on academia, the usefulness of student evaluations in improving college teaching, some considerations and a model of faculty evaluation, a system for helping teachers to change their affective behavior through feedback, instruments for student evaluation of faculty, the Kansas State University Program for assessing and improving instructional effectiveness, student evaluation of instruction at Michigan State University, criteria for evaluation of college teaching, correlates of student ratings, the shortcomings of traditional approaches to faculty evaluation and faculty performance under stress. (MJM)

ED 101 650 HE 006 251
 Clay, Diane, Comp.
 Kentucky College and University Enrollments
 1974.

Kentucky Council on Public Higher Education,
 Frankfort.

Pub Date 74

Note—105p.

EDRS Price MF-\$0.76 HC-\$5.70 PLUS

POSTAGE

Descriptors—Adult Education, College Students,
 Community Colleges, Degrees (Titles), *Enroll-
 ment Projections, *Enrollment Rate, *Enroll-
 ment Trends, Graduate Study, *Higher Educa-
 tion, Junior Colleges, Private Colleges, Private
 Schools, State Colleges, *State Universities,
 Statistical Data, Student Enrollment, Under-
 graduate Study

Identifiers—*Kentucky

This 19th annual college enrollment report
 published by the Kentucky Council on Public
 Higher Education includes statistical data from all
 accredited independent (private) and public in-
 stitutions of higher education in Kentucky. A
 summary of statistical data indicated: (1) The 29
 Kentucky public and private colleges and univer-
 sities accredited by the Southern Association of
 Colleges and Schools enrolled 112,082 students
 for the fall 1974 term, an increase of 6,147 stu-
 dents from the fall 1973 term. (2) The public in-
 stitutions reported a 7.0 percent increase, with
 96,037 students enrolled for the 1974 term. (3)
 Among the private institutions, total enrollment
 declined by 159 students, or about 1 percent. (4)
 The public institutions reported a total of
 150,370.8 units (each unit equals 10 contact
 hours of participation). (5) Although the number
 of all types of degrees conferred by the public
 and private institutions remained constant,
 19,890 in 1973 and 19,893 in 1974, there were
 increases in four of the six degree-level cate-
 gories. (6) Nonresident student enrollment at the
 state-supported institutions increased slightly
 from 13.6 percent in the fall 1973 term to 13.7 in
 the 1974 fall term. Additional findings and
 statistical data are included. (MJM)

ED 101 651 HE 006 252
 Directory of Contacts for International Educa-
 tional, Cultural and Scientific Exchange Pro-
 grams.

Bureau of Educational and Cultural Affairs
 (Dept. of State), Washington, D.C.

Pub Date Mar 75

Note—79p.

EDRS Price MF-\$0.76 HC-\$4.43 PLUS

POSTAGE

Descriptors—Community Agencies (Public),
 *Cultural Exchange, *Directories, *Exchange
 Programs, Government (Administrative Body),
 *Higher Education, International Programs,
 Private Agencies, *Student Exchange Pro-
 grams, Teacher Exchange Programs

This document lists the private and governmen-
 tal agencies active in the conduct of international
 exchange-of-persons programs. Contact persons,
 their title, and phone number are provided for
 each agency while the purpose of each is briefly
 described. (MJM)

ED 101 652 HE 006 253
 Evaluation of Year-Round Operations at the
 University of California and the California State
 Colleges.

Touche, Ross, Bailey and Smart, San Francisco,
 Calif.

Spons Agency—California State Coordinating
 Council for Higher Education, Sacramento.

Pub Date Sep 68

Note—138p.

EDRS Price MF-\$0.76 HC-\$6.97 PLUS

POSTAGE

Descriptors—Building Operation, Curriculum
 Planning, Curriculum Research, Educational
 Finance, Facility Utilization Research, *Higher
 Education, Program Planning, *Scheduling,
 School Planning, *School Schedules, State Col-
 leges, *State Universities, *Year Round
 Schools

Identifiers—California, *University of California,
 Year Round Operations

This document presents an evaluation of the
 year-round operations (YRO) at the University of
 California and the California State Colleges. A
 comparison of YRO and YRO alternatives and
 the success of conversion planning led to four
 basic conclusions and recommendations: (1) The

concept of YRO is sound and can result in sig-
 nificant total cost savings; however, the ad-
 vantages of conversion to YRO can be great, or
 nonexistent, on an individual campus. These dif-
 ferences prevent the overall conclusion from
 being applied to every campus and college. The
 decision to offer YRO must be a local one, based
 on the economics of the individual campus. (2)
 The decision to offer summer quarter at a par-
 ticular campus or college must be based on a
 complete investment analysis. This will highlight
 the cost advantages of YRO at that campus or
 college. (3) Each college or campus that is to
 convert to the quarter system, and then initiate
 YRO, should follow the conversion planning
 schedule presented in this report. (4) Because the
 score and breadth of summer quarter course of-
 ferings have a profound effect on cost/full-time
 equivalent students, it is recommended that each
 college and campus study the effect of reducing
 the scope and breadth of the summer quarter
 course. (MJM)

ED 101 653 HE 006 257
 Weber, George O., Ed. Fincham, Michael W.,
 Ed.

A Basic Manual for Physical Plant Administration.
 Association of Physical Plant Administrators of
 Universities and Colleges, Washington, D.C.;
 National Association of Coll. and Univ. Busi-
 ness Officers, Washington, D.C.

Pub Date 74

Note—437p.

Available from—Association of Physical Plant
 Administrators of Universities and Colleges,
 One Dupont Circle, Washington, D.C. 20036
 (\$15.50)

EDRS Price MF-\$0.76 HC Not Available from

EDRS. PLUS POSTAGE

Descriptors—Colleges, Costs, Educational
 Economics, *Educational Facilities, Expendi-
 tures, Facility Guidelines, *Facility Improve-
 ment, *Facility Planning, *Facility Require-
 ments, Guides, *Higher Education, Operating
 Expenses, Personnel Management, School Con-
 struction, School Maintenance, Security,
 Universities, Utilities

This book provides practical advice on
 problems of institutional plant management to
 physical plant administrators. Areas covered in-
 clude the role, organization, and facilities of the
 physical plant department; personnel administra-
 tion; financial administration; buildings main-
 tenance and operation; custodial services; utilities
 distribution systems; grounds maintenance; major
 repairs, renovations, and alterations; security and
 safety; physical planning, design, and construc-
 tion; other functions. A bibliography is included.
 (MJM)

ED 101 654 HE 006 259

Hatch, Winslow R., Comp.

Student Involvement and the University.

Pub Date [75]

Note—591p.

Available from—Oregon State University Press,
 P.O. Box 689, Corvallis, Oregon 97330 (\$5.00)

EDRS Price MF-\$1.08 HC-\$29.83 PLUS

POSTAGE

Descriptors—Academic Standards, College
 Credits, *College Students, Curriculum
 Development, *Educational Experience, Educa-
 tional Objectives, Effective Teaching, Exper-
 imental Programs, Faculty, *Higher Education,
 Independent Study, *Student Participation,
 Study Abroad, Teacher Education, Teacher
 Role, Teaching Methods, *Universities

This volume presents 14 pamphlets in the New
 Dimensions in Higher Education series, first
 developed by the Department of Health, Educa-
 tion and Welfare during the 1960's. The essays
 are prefaced with a discussion of the need for in-
 volvement of students in the educational process,
 the role of teachers in the function of the univer-
 sity, and the goals of a university education. Top-
 ics of the essay include: independent study, effec-
 tiveness in teaching, the experimental college,
 standards, approaches to teaching, study abroad,
 quality credit systems, curriculum flexibility, and
 teacher training. (MJM)

ED 101 655 HE 006 260

Hoong, Yip Yat, Ed.

Role of Universities in Management Education for
 National Development in Southeast Asia.

Regional Inst. of Higher Education and Develop-
 ment, Singapore.

Pub Date Sep 72

Note—356p.; Proceedings of the workshop spon-
 sored by the Regional Institute of Higher Edu-
 cation and Development (Singapore, August
 1972)

Available from—Regional Institute of Higher
 Education and Development, c/o University of
 Singapore, Bukit Timah Road, Singapore 10

EDRS Price MF-\$0.76 HC Not Available from
EDRS. PLUS POSTAGE

Descriptors—Administrator Characteristics, Busi-
 ness Administration, Business Skills,
 *Economic Development, Foreign Countries,
 Government Role, *Higher Education, *Insti-
 tutional Role, *Management, Management Edu-
 cation, Professional Continuing Education, *U-
 niversities, Workshops

Identifiers—*Southeast Asia

The role of universities in management educa-
 tion for national development in Southeast Asia
 was the focus of two workshops held in Singa-
 pore. Proceedings of these workshops are
 categorized according to applications of business
 management skills and techniques in government
 and business; desirable attributes of a
 manager/development administrator; curricula
 implications in management education for present
 and future needs; issues and problems in the
 provision of continuing education for developing
 management needs; and developing management
 competence. (MJM)

ED 101 656 HE 006 261

Hanson, David J.

The Lowered Age of Majority: Its Impact on
 Higher Education.

Association of American Colleges, Washington,
 D.C.

Pub Date 75

Note—45p.

Available from—Association of American Col-
 leges, 1818 R Street N.W., Washington, D.C.
 20009 (\$2.00)

EDRS Price MF-\$0.76 HC Not Available from
EDRS. PLUS POSTAGE

Descriptors—Adult Students, *Age, *Age
 Groups, College Students, Educational Finance,
 *Emancipated Students, *Financial Support,
 *Higher Education, Legal Problems, Legal
 Responsibility, Student Costs, Student Respon-
 sibility, *Tuition

Identifiers—Age of Majority

The impact of lowered age of majority on
 higher education is discussed in this report. After
 reviewing the concept of majority and related
 principles of constitutional law, four areas of
 possible impact are considered. The first section
 deals with the determination of financial need for
 the independent adult student, the second with
 the question of nonresident tuition, and the third
 with the impact of a reduced age of majority on
 required dormitory residence. These three areas
 involve significant issues in financing higher edu-
 cation. The fourth section reviews a variety of
 legal contracts between institutions and their stu-
 dents that may also be affected by the lower age
 of majority. Examples include contracting with
 adult students, notifying parents when a student is
 in academic difficulty, and obtaining parental
 consent for medical treatment. (Author)

ED 101 657 HE 006 262

Report of the Committee on Recruitment and Re-
 tention of Faculty.

Harvard Univ., Cambridge, Mass. Faculty of Arts
 and Sciences.

Pub Date 1 May 68

Note—125p.

EDRS Price MF-\$0.76 HC-\$5.70 PLUS

POSTAGE

Descriptors—Educational Finance, *Faculty,
 Fringe Benefits, *Higher Education, Housing,
 Policy, Salaries, School Community Relation-
 ship, *Teacher Recruitment, *Teacher Salaries,
 Teacher Welfare, Teaching Benefits, *Universi-
 ties

Identifiers—*Harvard University

This study on the recruitment and retention of
 faculty members of Harvard University reviews
 the developments in higher education and the
 competition for talent, the Harvard community,
 recruitment and retention of the faculty, compen-
 sation of the faculty, and housing and school in
 Cambridge. Conclusions and recommendations are
 summarized under five headings: titles, sala-
 ries, and benefits; the recruitment process;
 research appointments; housing and schooling;
 and educational policy and financial restraints.
 (MJM)

IR

ED 101 658

IR 001 441

Teachout, Margaret La Pointe, Rick
Standing Rock Tribal Library. Statement at the National Commission on Libraries and Information Science Mountain Plains Regional Hearing, September 18, 1974, Denver, Colorado.

National Indian Education Association, Minneapolis, Minn.; Standing Rock Tribal Library, Fort Yates, N. Dak.

Spons Agency—National Commission on Libraries and Information Science, Washington, D. C.

Pub Date 18 Sep 74

Note—20p.; For related documents see IR 001 438-444

EDRS Price MF-\$0.76 HC-\$1.58 PLUS

POSTAGE

Descriptors—*American Indians, Federal Aid, Federal Programs, *Financial Support, Information Services, Libraries, Library Programs, *Library Services, National Programs, *Reservations (Indian)

Identifiers—National Commission on Libraries and Information, Standing Rock Sioux Tribe

In the first section of this two part document a member of the Standing Rock Sioux Tribe, who is also coordinator of the tribal library, describes her own education and experiences, the present conditions on the reservation, and the programs of the tribal library. She delineates the differences between the library needs of the tribal community and those of the majority culture, the special needs of the community library, and the generally poor support for reservation library services. Her recommendations to the National Commission on Libraries and Information Science (NCLIS) include active participation of Indians in governmental institutions such as NCLIS, and state and federal funding for library and information services for Indians. In the second section of the document the president of the National Indian Education Association (NIEA) describes a demonstration library project based on the cooperation of three tribes—one of which is the Standing Rock Sioux Tribe mentioned above—and lists nine statements from a NIEA annual report on the present situation, needs, and problems of library services to Indians. He further describes the tangled and inadequate funding of such services and recommends that NCLIS provide direct and adequate financial support. (LS)

ED 101 659

IR 001 501

Line, M. B. And Others
The Relationship Between Usefulness and Style of Secondary Publication. An Experimental Information Service for Planners.

Bath Univ. of Technology (England). Univ. Library.

Report No.—RR-Ser-B-3

Pub Date Nov 74

Note—121p.; Appendix G may reproduce marginally

EDRS Price MF-\$0.76 HC-\$5.70 PLUS

POSTAGE

Descriptors—*Abstracting, Abstracts, Documentation, Geology, *Indexes (Locators), Indexing, *Information Services, *Information Utilization, Layout (Publications), Periodicals, Statistical Analysis, Time, *Use Studies

Identifiers—Design for Information Systems in Social Sciences

An experiment was conducted based on an information service for planners run in conjunction with Geo Abstracts Limited. Forty-eight styles of abstracting journals were produced which, although based on the same source material, differed in depth of coverage, frequency of publication, content of entry, and whether an index was included. One style of journal was produced with each possible combination of these parameters. Each style was sent for a trial period to four users who marked items not noted and followed up from each issue and completed a questionnaire at the end of the experiment. The results show a distinction between expressed preferences on the parameters studied and the styles which proved most useful in practice. In particular, although most users said they would prefer abstracts, the citation-only styles were most useful. The bulk of a publication appears to be an important factor in determining usability. The experiment also demonstrated a demand for a much wider range

of information from researchers and teachers than from practitioners. (Author/SL)

ED 101 660

IR 001 510

Tretheway, Willeen, Comp. And Others
Kid Stuff-Again: A Catalog of Materials for Children's Programs in Public Libraries.

Wisconsin State Dept. of Public Instruction, Madison, Div. of Library Services.

Pub Date Aug 74

Note—56p.

EDRS Price MF-\$0.76 HC-\$3.32 PLUS

POSTAGE

Descriptors—*Audiovisual Aids, *Catalogs, *Children, Childrens Literature, Exhibits, Films, Filmstrips, Games, *Library Materials, Library Services, Media Selection, Music, Phonograph Records, Phonotape Recordings, Poetry, Public Libraries, Story Reading, Tape Recordings, Transparencies, Video Tape Recordings

Identifiers—Folktales

This catalog lists the audiovisual materials and traveling exhibits currently and soon to be available from the Reference and Loan Library of the Wisconsin State Department of Public Instruction, which could be used for children's programs in public libraries. The materials in the catalog are briefly annotated and are listed by format: filmstrips, transparencies, videocassettes, 16mm films, audiotape cassettes, phonograph records, and traveling exhibits. The subject content of the listings includes folklore, fairy tales, music, stories, and poetry. Separate lists are provided for foreign language media for children and for Newbery and Caldecott award winning media. (Author/SL)

ED 101 661

IR 001 511

Cater, Douglas

TV and the Thinking Person.

Aspen Inst. for Humanistic Studies, Palo Alto, Calif. Program on Communications and Society.

Pub Date 75

Note—10p.

Available from—Aspen Institute Program on Communication and Society, 360 Bryant Street, Palo Alto, California 94301 (\$1.00)

Document Not Available from EDRS.

Descriptors—Broadcast Television, Cable Television, *Commercial Television, Communication (Thought Transfer), *Critical Thinking, *Futures (of Society), Literary Criticism, Mass Media, Perception, Political Attitudes, Political Socialization, Public Television, Telecommunication, *Television, Television Research, *Television Viewing, Violence

Identifiers—Aspen Institute of Humanistic Studies, FCC, Federal Communications Commission

As the United States approaches the 25th anniversary of television in households, it is appropriate that more serious attention be given to the effects it is having on the individual, culture, and society. While few individuals expected television to have the immense influence it presently enjoys, it is both surprising and disappointing that thinking people have not given television the same critical attention that has been given to other media. This may, in part, be attributed to three factors: (1) thinking persons are left-brained in development and hence rely predominantly on that hemisphere which controls sequential, analytical tasks that depend on propositional thought; (2) the television is offered as a "free" product to the consumer, and it depends on advertising for its support; (3) the thinking person has yet to develop satisfactory measures with which to gauge television. Recent studies of the impact of television have been tentative and disappointing. Given that television technology will be extended in the future, it must be better understood and approached more creatively. There are three areas of priority concern. First, the examination of content requires more than hasty program reviews by daily columnists. Second, television's structure needs widespread analysis and debate. Third, more attention must be given to understanding the process of human communication and the way in which television programming is received by individuals. (DGC)

ED 101 662

IR 001 512

Tretheway, Willeen, Comp. And Others
About Libraries: A Catalog of Non-Book Materials About Libraries and Librarianship. Revised Edition. Bulletin No. 5249.

Wisconsin State Dept. of Public Instruction, Madison, Div. of Library Services.

Pub Date Dec 74

Note—19p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS

POSTAGE

Descriptors—*Audiovisual Aids, *Catalogs, Films, Filmstrips, Libraries, *Library Education, Library Instruction, *Library Science, Media Selection, Phonograph Records, Phonotape Recordings, Slides, Transparencies, Video Tape Recordings

"About Libraries" is an annotated list of non-book materials available from the Reference and Loan Library of the Wisconsin State Department of Public Instruction. Some of the materials are aids in teaching about libraries: library skills, library concepts, library functions. Other materials contribute to the general store of information of interest to the librarian as tools for use in professional development and continuing education. The listing is arranged by media format; cassettes and audio tapes, phonograph records, transparencies, slides, filmstrips, videotapes, and 16mm films, from both current and archival collections. (Author/SL)

ED 101 663

IR 001 513

Teaching Methods and Materials Centre, University of Papua and New Guinea: Annual Report, 1973.

Papua and New Guinea Univ., Port Moresby. Teaching Methods and Materials Centre.

Pub Date Apr 74

Note—48p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS

POSTAGE

Descriptors—*Annual Reports, Curriculum Development, English, Information Services, *Inservice Teacher Education, Instructional Materials, *Instructional Materials Centers, *Instructional Media, Mathematics, Sciences, Social Sciences, *Teacher Education, Universities

Identifiers—Teaching and Methods Materials Centre, *University of Papua and New Guinea

The Teaching Methods and Materials Centre of the University of Papua and New Guinea had four main objectives for 1973: (1) the collection of teaching and learning materials, (2) teacher and inservice education, (3) provision of information services for students and faculty at the university, and (4) research and curriculum development. Details are provided in this report on the development, progress, and planned activities in several subject areas: English, mathematics, science, and social science. The centre's work in information services is also described, as is the work in specific media projects. The centre's publications, reports, consultants, and staff are listed. (DGC)

ED 101 664

IR 001 514

Romero, Carol E.

The Treatment of Death in Contemporary Children's Literature.

Pub Date 74

Note—77p.; Master's thesis, Long Island University

EDRS Price MF-\$0.76 HC-\$4.43 PLUS

POSTAGE

Descriptors—Annotated Bibliographies, Childhood Attitudes, Child Psychology, *Childrens Books, *Content Analysis, *Death, Historical Reviews, Literary Analysis, Literary Criticism, Masters Theses, *Psychological Patterns, Realism, Social Attitudes, Social Values, *Sociocultural Patterns, Twentieth Century Literature

In order to evaluate the treatment of death in children's literature, and to compile a bibliography of books related to this theme, four areas of a child's relation to death were explored. The first area of investigation was of concepts of death evidenced at the child's various developmental stages, as documented in numerous psychological studies. The second area studied was the various reactions to death which a child might display. The third area discussed was the cultural attitudes of present day American society toward death, with special emphasis on how these attitudes influence the child's conception of death. Lastly, a review was made of American children's literature from colonial times to the present, noting the treatment of death as a reflection of the cultural values of each era. Twenty-two books of juvenile fiction, for children up to age 12, were evaluated in terms of their treatment of death as a major theme. Most of the

books were found to be of outstanding value in acquainting the young child with wholesome death concepts, were psychologically valid, and complied with accepted social attitudes toward the subject. (Author/SL)

ED 101 665 IR 001 515

Jacobson, Nancy

The Junior High Years, a Profile.

Pub Date 74

Note—24p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS

POSTAGE

Descriptors—Adolescents, After School Activities, Athletics, *Junior High Schools, *Junior High School Students, Leisure Time, *Library Surveys, Listening Habits, Reading Habits, Recreational Activities, Recreational Reading, School Libraries, *Student Characteristics, *Surveys, Television Viewing

Identifiers—*Student Profile

To determine the reading, listening, and general habits of junior high school students, a survey was conducted in the spring of 1970 in a suburban junior high school under the direction of the school library. The results are compiled in a series of charts which include: home audio-visual equipment; time spent watching television; free time activities; participation in sports; use of school libraries; number and kinds of books read; and names and number of magazines read. The last chart contains student suggestions for improving the school library. The results of the survey point the way to a reanalysis of library acquisition and library improvement in a junior high school, in addition to providing a fuller understanding of the junior high school student. (KC)

ED 101 666 IR 001 516

A Directory of 16mm Film Collections in Colleges and Universities in the United States. Third Edition, 1974-75.

Educational Film Library Association, Inc., New York, N.Y.; Indiana Univ., Bloomington. Audio-Visual Center.

Pub Date 74

Note—82p.

Available from—Educational Film Library Association, 17 West 60 Street, New York, New York 10023 (\$5.00 to members of EFLA or CUCF; \$7.00 to nonmembers)

Document Not Available from EDRS.

Descriptors—Audiovisual Aids, Catalogs, Colleges, *Directories, *Film Libraries, *Films, Library Collections, Library Services, Universities

The directory of the Educational Film Library Association lists by state 16mm film collections in colleges and universities throughout the United States. Data supplied by the institutions provide the following information: institution in which the collection is located; complete mailing address; name and position of the person in charge of the collection; telephone number; policy concerning free-loan use of the collection; policy concerning rental use of the collection; number of film titles and prints with reporting date in parentheses; frequency of catalog and supplements and their availability to nonusers; and additional comments such as membership in film cooperatives or special rental plans. (SK)

ED 101 667 52 IR 001 517

Rouse, William B. And Others

A Mathematical Model of the Illinois Interlibrary Loan Network. Project Report Number 1.

Illinois Univ., Urbana. Coordinated Science Lab. Spons Agency—Bureau of Libraries and Educational Technology (DHEW/OE), Washington, D.C.; Illinois State Library, Springfield.

Report No—R-T-14; UILU-ENG-75-2022

Pub Date Jan 75

Note—59p.

EDRS Price MF-\$0.76 HC-\$3.32 PLUS

POSTAGE

Descriptors—*Computer Programs, Costs, Electronic Data Processing, Electronic Equipment, Flow Charts, Information Processing, *Interlibrary Loans, *Library Networks, Library Planning, *Mathematical Models, On Line Systems, State of the Art Reviews, *Telecommunication

Identifiers—ILLINET, *Illinois

Progress on the development of a mathematical model and associated computer programs for use by the Illinois State Library in evaluation and

planning of the interlibrary loan (ILL) network is summarized. Pertinent published literature on ILL networks is reviewed in terms of network structure, operations, satisfaction of requests, and costs. A flow chart model of the Illinois ILL network is outlined, and then alternate approaches are considered for the mathematical modeling of an ILL network. Network flow theory and simulation are discarded in favor of a hierarchical queueing network which will be analyzed using approximations that will be validated with simulation. An initial version of this model, named ILLINET, has been programed into an on-line interactive package where the user can input alternative network operating policies and test the effect on average delay in satisfying a request, probability of satisfying a request, total network operating costs, and unit costs. Six possible hardware applications of computer and communications technology are discussed, ranging from simple telephone and WATS line to the possible use of a computer to control the whole network. (Author/SL)

ED 101 668 IR 001 518

Melton, Hollis, Comp.

Museums With Film Programs.

Educational Film Library Association, Inc., New York, N.Y.

Pub Date 74

Note—21p.

Available from—Educational Film Library Association, Inc., 17 West 60th Street, New York, New York 10023 (\$3.00 to EFLA members; \$5.00 to nonmembers)

Document Not Available from EDRS.

Descriptors—Art Activities, Arts Centers, *Directories, Educational Facilities, *Films, Guides, *Museums, Resource Centers

Identifiers—*Film Programs

Selectively listed by state are the names and addresses of museums in the U.S., Canada, and Puerto Rico which feature film programs as part of their regular activities. The list, acknowledged to be less than complete, includes some natural history and science museums, some anthropology museums, and state and county historical societies. The compilation from the "Official Museum Directory," 1973 edition, is to be updated regularly. (SK)

ED 101 669 52 IR 001 519

Rees, Louise F.

Study and Survey of Rural Libraries in Five Counties of Northwest Ohio, Volume 1.

Bowling Green State Univ., Ohio.

Spons Agency—Bureau of Libraries and Educational Technology (DHEW/OE), Washington, D.C.

Pub Date 74

Note—261p.; For related documents see volume 2, IR 001 520 and volume 3, IR 001 521

EDRS Price MF-\$0.76 HC-\$13.32 PLUS

POSTAGE

Descriptors—Evaluation, Information Services, Interlibrary Loans, Library Collections, Library Cooperation, Library Reference Services, Library Research, *Library Services, *Library Surveys, Local History, Newspapers, Periodicals, *Public Libraries, Questionnaires, Reference Materials, *Regional Programs, *Rural Areas, Statistical Data, Union Catalogs, Workshops

Identifiers—*Ohio

In an effort to improve library services, the public libraries of the five northwest counties of Ohio studied possibilities for cooperation in the region. The study included: (1) surveys of the libraries by questionnaires, interviews, citizen surveys, and examination of available information; (2) workshops on reference services, weeding, and publicity; (3) compilation of union lists of reference books, periodical and newspaper holdings, and materials on Ohio; and (4) recommendations and suggestions for further planning and action. The results of the study are reported in both narrative and tabular form. In addition, the appendixes contain inclusive lists of the 23 libraries' holdings of periodicals, newspapers, and reference works and samples of forms used in the survey. (LS)

ED 101 670 52 IR 001 520

Rees, Louise F.

Survey of Libraries in Northwest Ohio and Related Workshops. Volume 2, Holdings of Ohio Titles.

Bowling Green State Univ., Ohio.

Spons Agency—Bureau of Libraries and Educational Technology (DHEW/OE), Washington, D.C.

Pub Date 74

Note—89p.; For related documents see volume 1, IR 001 519 and volume 3, IR 001 521

EDRS Price MF-\$0.76 HC-\$4.43 PLUS

POSTAGE

Descriptors—*Bibliographies, *Library Collections, Library Cooperation, *Local History, Public Libraries, Union Catalogs

Identifiers—*Ohio

A cooperative effort by public libraries in the five northwest counties of Ohio has resulted in this union list of materials about Ohio. The items are arranged alphabetically by title with an encoded listing of libraries holding copies. (LS)

ED 101 671 52 IR 001 521

Rees, Louise F.

Survey of Libraries in Northwest Ohio and Related Workshops. Volume 3, Holdings of Ohio Titles by Subject Heading.

Bowling Green State Univ., Ohio.

Spons Agency—Bureau of Libraries and Educational Technology (DHEW/OE), Washington, D.C.

Pub Date 74

Note—256p.

EDRS Price MF-\$0.76 HC-\$13.32 PLUS

POSTAGE

Descriptors—Agriculture, Authors, *Bibliographies, Biographies, Demography, Education, Geography, Government (Administrative Body), History, Libraries, *Library Collections, Library Cooperation, Literature, *Local History, Politics, Public Libraries, Religion, Sciences, Transportation, *Union Catalogs

Identifiers—*Ohio

A cooperative effort by public libraries in the five northwest counties of Ohio has resulted in this union list of materials about Ohio, arranged by subject. The 99 subject terms cover information about the state in such areas as science, agriculture, literature, biography, history, geography, education, economics, politics, government, transportation, population, libraries, authors, religion, and business. An encoded list of libraries holding copies is included in each entry. (LS)

ED 101 672 IR 001 522

Covert, Nadine, Comp. And Others

Alternatives: A Filmography.

Educational Film Library Association, Inc., New York, N.Y.

Pub Date 74

Note—13p.

Available from—Educational Film Library Association, 17 West 60th Street, New York, New York 10023 (\$2.00)

Document Not Available from EDRS.

Descriptors—Alternative Schools, *Annotated Bibliographies, Day Care Programs, *Educational Alternatives, *Films, Humanization, Human Services, *Life Style, Open Education

Identifiers—*Filmography, Mills College

Over 120 films are listed which deal with alternatives in education, lifestyles, work, religion, crafts, and politics. Among topics covered are open classrooms, communes, changing family structures, day care, and racial problems. Each film is summarized; length, copyrights, date, producer, and distributor are listed. A brief bibliography, subject index, and a list of distributors are appended. (SK)

ED 101 673 IR 001 523

Standards for School Library/Media Programs, 1972-75.

Wisconsin State Dept. of Public Instruction, Madison, Div. of Library Services.

Pub Date 72

Note—25p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS

POSTAGE

Descriptors—Audiovisual Centers, Bibliographies, Directories, *Elementary Secondary Education, Equipment Standards, *Instructional Materials Centers, Library Acquisition, Library Collections, *Library Standards, *Library Technical Processes, Library Technicians, Media Specialists, Nonprofessional Personnel, Professional Personnel, Purchasing, Resource Centers, *School Libraries, Staff Utilization, *Standards

Identifiers—Wisconsin

To aid elementary, middle, junior high, and high schools in planning an Instructional Materials Center, this handbook presents standards for this modern concept of a school library. The term Instructional Materials Center (IMC) is used throughout to designate a centralized collection of materials, with a staff of professional and clerical personnel, which provides media services to students, teachers, administrators, and the community. The handbook includes guidelines for the selection, acquisition, and organization of materials; information on the processing of materials; the philosophy behind making materials accessible to students, staff, administration, and community; the minimum standards for audiovisual equipment; the staffing requirements of an IMC; and the funding levels necessary to maintain and up-date materials in an IMC. A bibliography and a directory of publishers are included. (KC)

ED 101 674 IR 001 524

Jones, Emily S.
Manual on Film Evaluation. Revised Edition.
Educational Film Library Association, Inc., New York, N.Y.
Pub Date 74
Note—31p.

Available from—Educational Film Library Association, 17 West 60th Street, New York, New York 10023 (\$4.00 to EFLA members; \$5.00 to nonmembers)

Document Not Available from EDRS.

Descriptors—Audiovisual Aids, Documentaries, Evaluation, *Evaluation Criteria, Evaluation Methods, *Film Libraries, Film Production, *Films, Film Study, Guides, Instructional Films, *Manuals

A set of guidelines for evaluating films before purchase is provided in this revised manual. Included are sections on how to form an evaluation committee, schedule a screening, write a synopsis, judge the potential uses and audience, and assess technical quality. An evaluation form is provided and its uses explained. A special section demonstrates how to hold an evaluation workshop. (SK)

ED 101 675 IR 001 525

Learning to Use Media. Bulletin No. 197.
Wisconsin State Dept. of Public Instruction, Madison, Div. of Library Services.
Pub Date 70
Note—18p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Audiovisual Aids, Curriculum Guides, Educational Technology, *Instructional Materials Centers, *Instructional Media, Instructional Technology, Intermediate Grades, Junior High School Students, Learning Activities, *Library Guides, Library Instruction, Library Materials, *Library Skills, Media Selection, Multimedia Instruction, Primary Grades, Research Skills, *School Libraries, Secondary Grades

The skills necessary to enable a student to use the print and audiovisual materials normally found in a media center are outlined in this guide. The guide recommends a list of reference sources and suggests instructional hardware and software that students should be familiar with and able to use at the primary, middle, upper middle, junior high school and high school levels. A sample lesson plan on the library skills is suggested for each level. A selected bibliography of multimedia materials on the use of the library is included. (KC)

ED 101 676 IR 001 526

Ambrosino, Michael Burns, Blair, Ed.
The Science Program Group for Public Television in the United States.

American Association for the Advancement of Science, Washington, D.C.
Report No—AAAS-Misc-Pub-73-3
Pub Date Mar 73
Note—44p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Adult Education, Children, Educational Television, Material Development, *Programming (Broadcast), Program Proposals, *Public Television, Science Education, *Science Programs, Television Research
Identifiers—American Association Advancement Science, *WGBH TV

A proposal commissioned by the American Association for the Advancement of Science suggests a science programming group for U.S. public television with the mission of increasing the level of understanding of science by a large part of the public. It is proposed that programming be undertaken at WGBH-TV Boston for the entire Public Broadcasting System. A first project of 30 one-hour programs is outlined, with specific suggestions of topics, including the genetic code, the green revolution, the immune reaction, and others, and with detailed explanation as to how the suggestions might be implemented. Use of such techniques as macrophotography, microphotography, electron microscopy, and others are advocated and described. Details of cost and funding are also analyzed. Five other projects, including a series for children and programs to analyze scientific news items, are also briefly discussed. (SK)

ED 101 677 IR 001 527

Libraries and Copyright; A Summary of the Arguments for Library Photocopying.
American Library Association, Chicago, Ill.

Pub Date Jun 74
Note—51p.

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—*Copyrights, Court Litigation, Federal Legislation, Information Dissemination, *Legal Problems, Libraries, *Library Services, *Publishing Industry, *Rephotography, State of the Art Reviews

Identifiers—Fair Use, *Williams and Wilkins

This booklet is an attempt to provide librarians with a short summary of the arguments in favor of library photocopying, combined with a status report on how these arguments have fared in the courts and in the United States Congress. Following an analysis of the issues involved, the case of Williams and Wilkins v. the United States is discussed, with a presentation of the arguments of the American Library Association, the Association of Research Libraries, and the National Library of Medicine followed by the reactions of the library community. Part 2 of the booklet reviews congressional action on copyright and includes the photocopying provisions of Senate Bill 1361. (Author/SL)

ED 101 678 IR 001 528

NOVA.
American Association for the Advancement of Science, Washington, D.C.; WGBH-TV, Boston, Mass.

Spons Agency—Carnegie Corp. of New York, N.Y.

Pub Date 74
Note—32p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—*Documentaries, *Educational Television, Publicize, *Public Television, *Science Education, Science Materials, Science Programs, Technical Education

Identifiers—American Association Advancement Science, *WGBH TV

News clippings, reviews, and feature articles about the Public Broadcasting System science-adventure series "Nova" are collected here. Included are comments from the New York Times, Washington Post, Christian Science Monitor, and TV Guide. Commentaries are primarily favorable and include synopses of various episodes. (DGC)

ED 101 679 IR 001 529

Standards for School Library/Programs. Working Copy.
Pennsylvania State Dept. of Education, Harrisburg.

Pub Date 74
Note—16p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Elementary School Libraries, Instructional Materials, *Instructional Materials Centers, Librarians, Library Acquisition, Library Circulation, Library Planning, Library Programs, *Library Services, *Library Standards, Media Specialists, Paraprofessional School Personnel, Professional Personnel, *School Libraries, Secondary Schools, *State Standards

Identifiers—*Pennsylvania

The standards for school library programs* in the state of Pennsylvania call for a model library stocked with a variety of media and staffed by a

teacher who is a qualified librarian or media specialist. The library should complement the school instructional program and its educational philosophy; the librarian and classroom teacher should schedule regular library visits in addition to appointed times during which students may use the library for study and recreational reading. Library budgets are to be drawn up by the school district administration and the district library media coordinator; funds are allocated on a per pupil basis. A ratio of one library media staff member for every six teaching staff members is recommended. A starting collection of 20 items per pupil or 9,000 items, whichever is greater, should eventually be expanded to 40 items per pupil. The library's collection must be previewed and evaluated in consultation with the teaching staff before materials are acquired. The size of the library is to be determined by the number of students to use its facilities, and whether it is part of an elementary or a secondary school. (KC)

ED 101 680 IR 001 530

Rivkin, Steven R.
Cable Television: A Guide to Federal Regulations.
Rand Corp., Santa Monica, Calif.

Pub Date Jan 75
Note—371p.; Rand Cable Television Series
Available from—Crane, Russak & Company, Inc., 347 Madison Avenue, New York, New York 10017 (\$16.00)

Document Not Available from EDRS.

Descriptors—Broadcast Television, *Cable Television, Copyrights, Federal Court Litigation, *Federal Legislation, Guides, *Local Government, Reference Books, *Standards, *State Government, Television
Identifiers—FCC, *Federal Communications Commission

The issuance by the Federal Communications Commission (FCC) of a comprehensive set of standards to govern cable television's future growth and development has prompted the need for an explanation of the many broad and complex issues covered. This volume, based on research supported by a grant from the National Science Foundation, describes and analyzes laws and regulations applicable to cable television. It is intended to serve as a reference source for state and local decision-makers, the cable industry, the legal community, and interested citizen groups. It assembles the most relevant documents and clarifies their meanings. The guide is in three parts: part 1 discusses the status of federal regulations and outlines FCC rules; part 2 provides details of cable television policies and rules; and part 3 provides a compendium of relevant documents including FCC reports and studies, court decisions, and statements by individuals and organizations concerned with various aspects of cable television. (Author/DGC)

ED 101 681 IR 001 531

Schleifer, Harold B.
Library Workshop on "Reading:" The Academic Librarian and the Generic Book—Alternatives to the Generic Book.

City Univ. of New York, Bronx, N.Y. Herbert H. Lehman Coll. Library.

Pub Date Nov 74
Note—13p.; Paper presented at the Annual Conference of the City University of New York (4th, New York, New York, November 1974)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Academic Education, Audiovisual Instruction, *Audiovisual Programs, Autoinstructional Aids, *Autoinstructional Methods, *Educationally Disadvantaged, Higher Education, Instructional Innovation, *Open Enrollment, Phonotape Recordings, Reading Skills, Tape Recordings, *Tutorial Programs, University Libraries

Identifiers—*Audio Tutorial Instruction, Generic Book

In order to meet the needs of the heterogeneous student body resulting from an open admissions policy, an audiotutorial system is recommended for the City University of New York. The proposal would combine the efforts of the three distinct units offering instruction on each campus: (1) traditional academic departments, (2) a remedial academic skills department, and (3) a library. Academic instructors would tape their lectures without regard to any deficiencies in comprehension among their students. The tapes would then be annotated by academic skills

personnel, adding explanatory material and suggestions for note taking. After review by the original lecturer, the annotated tapes would be placed on reserve in the library. Among the expected advantages of this system are: low cost, opportunities for individualized learning, strict adherence to the principle of granting college credit only for college work, and increased student retention of class material. A 33-item bibliography supplements the text. (PF)

ED 101 682 IR 001 532

Gerbner, George Gross, Larry
Trends in Network Television Drama and Viewer Conceptions of Social Reality, 1967-1973. Violence Profile Number 6.
Pennsylvania Univ., Philadelphia. Annenberg School of Communications.
Pub Date Dec 74

Note—58p.; This document supersedes earlier volume, ED 079 390

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—Broadcast Industry, Cartoons, Film Study, Material Development, Measurement, *National Surveys, Program Evaluation, *Programming (Broadcast), Television Research, Television Surveys, Television Viewing, *Violence

Identifiers—American Broadcasting Company, Columbia Broadcasting System, National Broadcasting Company

Trends in violence in television drama were measured over a seven-year period climaxing with 1973-1974. About 70 percent of programming in 1973 contained violent episodes, as opposed to 80 percent in 1967. However the proportion of domestic crime programs increased, while programs of historic or exotic episodes declined, so that violence was increasingly depicted as occurring in present society. The number of violent episodes per hour was gauged at about eight for cartoons. Violence rates for Westerns were also measured. Types of persons most frequently shown as victims were tabulated. The relative violence rates for each of the three networks were charted. Tables showing each trend were prepared, along with those showing involvements in violence and risks for different groups. Other tables depicted those who watch violent programs by years of education, newspaper readings, and other indexes. (DGC)

ED 101 683 52 IR 001 533

Summers, F. William Curran, Charles C.
A Plan of Library Services for Pinellas County, Florida.

South Carolina Univ., Columbia. Coll. of Librarianship.

Spons Agency—Bureau of Libraries and Educational Technology (DHEW/OE), Washington, D.C.; Pinellas County Board of Commissioners, Clearwater, Fla.

Pub Date 15 Dec 74

Note—81p.

EDRS Price MF-\$0.76 HC-\$4.43 PLUS POSTAGE

Descriptors—Administrative Organization, Cataloging, *County Libraries, County Programs, Financial Support, *Library Cooperation, Library Facilities, Library Materials, *Library Planning, *Library Services, Library Surveys, Personnel, Public Libraries, Questionnaires, Statistical Data

In order to determine the feasibility of establishing a county-wide library system, the Pinellas County (Florida) Board of County Commissioners authorized a study of existing library services and possible alternatives for reorganization. Data were gathered and analyzed from: (1) questionnaires sent to library directors; (2) interviews with these directors, the directors of two junior colleges, the county supervisor of school media services, and other county officials; and (3) existing demographic and land use data. After establishing the existing situation as to personnel, resources, services, facilities, users, and funding of the individual libraries in the county, the study consultants examined several alternative methods for providing county-wide library services. They recommended the establishment of a county-wide library service incorporating existing libraries as functional components. The framework for such organization was devised along with plans for administrative and organizational structure, incorporation of existing libraries, services, bibliographic control, and funding. The questionnaire

and a list of interview questions are appended. (LS)

ED 101 684 IR 001 534

Wildberger, August M.

The Use of a Concurrent Simulation in the Management of Individualized Instruction.
Naval Material Command, Washington, D.C.

Pub Date 19 Apr 74

Note—27p.; Paper presented at the Annual Meeting of the National Society for Performance and Instruction (12th, Miami Beach, Florida, April 1974)

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—*Computer Programs, Higher Education, *Individualized Instruction, *Instructional Design, *Management Information Systems, Models, *Simulation

Identifiers—*Learning Modules

An effort was made to operate a computer simulation of individualized self-paced instruction concurrently and in parallel with an actual conventional course. The simulation was in effect a management information system for instructors and students, with modifications as they were made by participants. A pilot program was run at Catholic University in 1973. Ultimately a prevalidated simulation of a course should be possible. (SK)

ED 101 685 95 IR 001 535

Richards, James M., Jr.

A Simulation Study Comparing Procedures for Assessing Individual Educational Growth. Report No. 182.

Johns Hopkins Univ., Baltimore, Md. Center for the Study of Social Organization of Schools.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—JHU-CSOS-R-182

Pub Date Oct 74

Contract—NE-C-00-3-0114

Note—30p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Computers, Educational Assessment, *Educational Research, Educational Testing, *Evaluation, Post Testing, Pretesting, Scores, Scoring Formulas, *Simulation, *Teaching Techniques, Test Construction, *Testing, Testing Problems, Testing Programs, Test Interpretation, Test Results

Identifiers—ETS Growth Study

A computer simulation procedure was developed to reproduce the overall pattern of results obtained in the Educational Testing Service Growth Study. Then simulated data for seven sets of 10,000 to 15,000 cases were analyzed, and findings compared on the basis of correlations between estimated and true growth scores. Findings showed that growth was estimated more accurately by the difference between pretest and posttest scores. The measure was said to be accurate and easier to compute, and meaningful to the outsider. It was concluded that more complex assessment procedures should not be used until better results can be drawn. (Author/SK)

ED 101 686 IR 001 536

Burlingame, Dwight Francis

A Comparative Study of Organizational Characteristics Used in Learning Resources Centers and Traditionally Organized Library and Audio-Visual Service Facilities in Four Minnesota and Wisconsin Senior Colleges.

Pub Date Dec 74

Note—135p.

EDRS Price MF-\$0.76 HC-\$6.97 PLUS POSTAGE

Descriptors—Administrator Attitudes, *Audiovisual Centers, Audiovisual Programs, *College Libraries, Comparative Analysis, Innovation, Instructional Materials Centers, Libraries, Library Facilities, Library Materials, Library Research, Library Services, *Organizational Effectiveness, Personnel, *Resource Centers

Identifiers—Minnesota, Wisconsin

An investigation was made of the organizational characteristics of two college learning resource centers as compared with two traditionally organized college libraries with separate audiovisual units in order to determine the advantages of each organizational type. Interviews, observation, and examination of relevant documents were used to determine organizational

characteristics, types and qualities of resources, facilities, staffing, and services at each institution. The author concluded that the services provided by the two types of organizations are not necessarily different, and that the attitudes of director and staff have the most important influence on the success of the service. A bibliography, letters, and interview documents are attached. (LS)

ED 101 687 IR 001 537

Teare, Robert F., Ed.

Automated Technical Operations: Unified Ordering/Cataloging Systems at the Libraries of the Claremont Colleges.

Library Automation Research and Consulting Association, Tempe, Ariz.

Pub Date 75

Note—96p.; Computerized Cataloging Systems Series, Volume 1, Issue 3

Available from—The LARC Association, Inc., P.O. Box 27235, Tempe, Arizona 85282

Document Not Available from EDRS.

Descriptors—*Cataloging, Data Bases, Flow Charts, Information Processing, *Library Acquisition, *Library Automation, *Library Technical Processes, Periodicals, Reference Materials

Identifiers—California, *Claremont Colleges

Since 1966 the libraries of the Associated Claremont Colleges have developed an automated central acquisition and cataloging system. This system differs from most other technical service organizations and operations in three ways: (1) ordering and cataloging operations are integrated and blended to avoid duplicate and uncoordinated performance, (2) the catalog department edits the ordering data for incorporation into the data base and classifies the item before it arrives, and (3) the data is keypunched to serve as a multipurpose record for use by various computer programs including those that generate orders and catalog cards. The various automated operations of this system and the more conventional technical department functions that feed data to them are reported, accompanied by flow charts and sample forms. (Author/PF)

ED 101 688 IR 001 538

Roman, Richard A. Laudato, Nicholas C.

Computer Assisted Instruction in Word Problems: Rationale and Design.

Pittsburgh Univ., Pa. Learning Research and Development Center.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.; National Science Foundation, Washington, D.C.

Report No.—PU-LRDC-1974-19

Pub Date 74

Note—46p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Arithmetic Curriculum, *Computer Assisted Instruction, Educational Research, Elementary Education, Information Processing, Instructional Design, *Learning Difficulties, *Problem Solving

Identifiers—Word Problems

A Word Problem Program was set up to teach elementary school students how to teach arithmetic word problems and to teach some problem solving skills applicable to nonword problems. All instruction is accomplished through a computer program. Goals of the program are described along with three basic instructional decisions and the reasons for them, and the student's interaction with the program. The instructional design is detailed, along with samples of student interaction and a comparison of pilot and complete versions of the program. (SK)

ED 101 689 IR 001 539

SLAW Handbook.

Student Library Assistants of Wisconsin, Madison.

Pub Date 72

Note—31p.

Available from—Wisconsin Dept. of Instruction, Division for Library Services, Wisconsin Hall, Room 309, 126 Langdon Street, Madison, Wisconsin 53703 (\$2.00 to Wisconsin libraries; \$3.00 to out-of-state libraries)

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—*Co-curricular Activities, High School Students, *Libraries, *Library Associations, *Library Technicians, Manuals, Parliamentary Procedures, Public Libraries, School Libraries,

Secondary Education, *Student Organizations, Student Projects, *Student Volunteers
Identifiers—Library Clubs, SLAW, *Student Library Assistants of Wisconsin, Wisconsin

The Student Library Assistants of Wisconsin (SLAW) have prepared this handbook to explain several phases of their student media assistant program, which seeks to organize clubs of high school student volunteers to work in school and public libraries. The handbook provides suggestions for organizing local groups, in terms of constitution, nominations, installation of officers, and modified parliamentary procedures. Ideas are listed for library club meetings, activities, and service projects. In addition, information on education for library careers is provided. (Author/SL)

ED 101 690 IR 001 540

Roman, Richard Allan
Teaching Problem Solving and Mathematics By Computer: An Interim Report.
Pittsburgh Univ., Pa. Learning Research and Development Center.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.; National Science Foundation, Washington, D.C.

Report No.—PU-LRDC-1974-15

Pub Date 74

Note—69p.

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—*Computer Assisted Instruction, Computer Programs, Educational Research, Elementary Education, Elementary School Mathematics, *Individualized Instruction, *Mathematics Curriculum, Mathematics Instruction, Mathematics Materials, *Performance Based Education, *Problem Solving, Program Descriptions, Teaching Techniques
Identifiers—*MATH FUNCTIONS Program

An interim report from the National Science Foundation describes the FUNCTIONS program—an ongoing effort to teach problem solving and mathematics by computer. Two problems are discussed: How can math content be taught in a manner which also develops problem solving skills? Also, how does a curriculum organized to develop problem solving skills teach math content? The report concludes that both can be taught if math content is structured as a sequence of problems in which students induce organizational rules from examples. The report includes a description of the procedure, the computer programs, and the preparation of math content. According to this report, 88 percent of students taught this way achieve course objectives. (SK)

ED 101 691 52 IR 001 541

Freeman, James E. And Others

Public Library Use in Denver. An Analysis of Denver Citizen, Business, and Government Use of a Community Information Resource.
Denver Public Library, Colo.; Denver Urban Observatory, Colo.

Spons Agency—Bureau of Libraries and Educational Technology (DHEW/OE), Washington, D.C.; Department of Housing and Urban Development, Washington, D.C.

Pub Date Nov 74

Note—162p.

EDRS Price MF-\$0.76 HC-\$8.24 PLUS POSTAGE

Descriptors—Business, Community Agencies (Public), Community Attitudes, *Community Surveys, Information Needs, *Information Sources, Library Services, *Library Surveys, Local Government, *Public Libraries, Questionnaires, Tables (Data), *Use Studies
Identifiers—Colorado, *Denver Public Library

The Denver Public Library (DPL) conducted a market analysis of its success in meeting the information needs of three segments of the population of Denver, Colorado: households, business firms, and city government and quasi-government agencies. Information was sought on current DPL usage and nonusage practices of these three groups, their levels of awareness and attitudes toward the DPL system, and their principal information needs and sources. The project's data collection phase consisted of three surveys conducted concurrently between February and June 1974. Personal interviews were conducted in a sample of households, while questionnaires were mailed to businesses and government agencies. The data analysis phase of the project produced a number of recommendations for specific actions by the DPL to make the system more responsive

to its current and potential users. The bulk of this report consists of presentation and analysis of the survey responses of the three population segments under study. (Author/SL)

ED 101 692 IR 001 542

Dole, Phyllis W.

The Product Improvement Process.

Doubleday Multimedia, Santa Ana, Calif.

Pub Date 13 Jan 75

Note—28p.; Paper presented at the Annual Meeting of the National Audio-Visual Association (16th, Las Vegas, Nevada, January 1975)

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—*Audiovisual Aids, Educational Resources, *Formative Evaluation, Guidelines, *Instructional Materials, *Material Development, Media Research, Multimedia Instruction, *Publishing Industry

Identifiers—Doubleday Multimedia, *Learner Verification

Product development procedures used by Doubleday Multimedia in the development of instructional materials are enumerated and explained. The terms "learner verification" and "formative evaluation" are classified. Different methods and procedures of product improvement are demonstrated, and sample procedures and evaluation forms are suggested for producers of instructional materials. A list of 25 questions for selecting instructional materials is appended. (SK)

ED 101 693 IR 001 543

There Is Evidence That Technology Does Help!

National Association of Secondary School Principals, Washington, D.C.

Pub Date Mar 74

Note—13p.

Available from—National Association of Secondary School Principals, Dulles International Airport, P.O. Box 17430, Washington, D.C. 20041 (\$5.50)

Journal Cit—Curriculum Report; v3 n4 March 1974

EDRS Price MF-\$0.76 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—Computer Assisted Instruction, Computer Oriented Programs, *Educational Innovation, Educational Research, *Educational Technology, Experimental Curriculum, *Instructional Media, Learning Processes, Programmed Materials, Secondary Education

During the 1973 convention of the National Association of Secondary School Principals, 12 secondary school "learning how" projects in which educational technology is built into the curriculum were presented. The projects used computers, cassettes, systems approach, and multiple methods. This newsletter gives brief details of the project machinery and lists a contact to whom requests for additional information should be addressed. Projects are mainly in Eastern states. (SK)

ED 101 694 IR 001 544

Stellhorn, William Howard

A Specialized Computer or Information Retrieval. Report No. 74-637.

Illinois Univ., Urbana. Dept. of Computer Science.

Spons Agency—National Science Foundation, Washington, D.C.

Report No.—UIUCDCS-R-74-637

Pub Date Oct 74

Note—117p.

EDRS Price MF-\$0.76 HC-\$5.70 PLUS POSTAGE

Descriptors—*Algorithms, *Computers, *Computer Storage Devices, *Data Bases, Data Processing, Documentation, Information Processing, *Information Retrieval, *Information Storage, Information Systems, Search Strategies, Technological Advancement

Response time in large, inverted file document retrieval systems is determined by time required to access files of document identifiers on disk and process a Boolean search request. A specialized computer system has been devised that can perform a complicated sample search involving 70 terms and over 60,000 document references 12 to 60 times faster than a conventional machine. Many small searches can be processed concurrently with little effect on system performance. The system can be realized with currently available technology and has been tried in numerous

simulations involving various system configurations and other factors. (SK)

ED 101 695 IR 001 545

The Whys and Hows of Certification. Public Librarian Certification Law.

Wisconsin State Dept. of Public Instruction, Madison. Div. of Library Services.

Pub Date Apr 74

Note—9p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Certification, *Employment Qualifications, *Librarians, Library Standards, *Public Libraries, *State Legislation
Identifiers—*Wisconsin

Under Wisconsin state law (Administrative Code PI-6.03) any librarian employed in a public library system or any municipal public library, except in a city of the first class, is reported in whole or in part by public funds, must hold state certification. Qualifications are delineated for three grades of certification: grade 1, for public libraries in counties or municipalities of 8,000 population or over; grade 2, for libraries in jurisdictions of 4,000-8,000 population; and grade 3, for areas of 2,000-4,000 population. Instructions are provided for obtaining the librarian's certificate from the Division for Library Services of the State Department of Public Instruction. (SL)

ED 101 696 80 IR 001 548

Cryer, Roger E. And Others

Shared Decision-Making. A Training Module. School Personnel Utilization.

Florida State Dept. of Education, Tallahassee.

Spons Agency—National Center for Improvement of Educational Systems (DHEW/OE), Washington, D.C. National Cluster Coordination Center.

Pub Date 74

Note—453p.; For related documents see IR 001 549-552

Available from—Planning and Coordination Office, Florida State Department of Education, Tallahassee, Florida 32304 (Cassette Tapes ONLY)

EDRS Price MF-\$0.76 HC-\$23.48 PLUS POSTAGE

Descriptors—Accountability, Administrative Personnel, Bibliographies, *Decision Making, *Decision Making Skills, Inservice Teacher Education, Manuals, *Organizational Change, Organizational Development, *Problem Solving, *School Personnel, Staff Utilization, Teachers, Training

Identifiers—*School Personnel Utilization Project, Training Modules

The School Personnel Utilization Project developed a series of modules to assist school personnel in building the necessary skills for the development of organizational change strategies and collaborative, collegial, educational problem solving capabilities. This specific module is on the concept of shared decision-making and its application to school administration. The manual is divided into 12 sections. Included are: (1) discussion of the strengths and weaknesses of shared decision-making in various contexts; (2) a conceptual base and supporting training exercises on different decision-making models; (3) some aspects of problem solving and decision-making through a structured group exercise; and (4) materials focusing on communication systems and the concepts of accountability and responsibility. A bibliography and a list of practitioners' questions concerning shared decision-making are also included. (Author/DGIC)

ED 101 697 80 IR 001 549

Eve, Arthur W. And Others

Communication/Information Flow. A Training Module. School Personnel Utilization.

Florida State Dept. of Education, Tallahassee.

Spons Agency—National Center for Improvement of Educational Systems (DHEW/OE), Washington, D.C. National Cluster Coordination Center.

Pub Date 74

Note—280p.; For related documents see IR 001 548-552

Available from—Planning and Coordination Office, Florida State Department of Education, Tallahassee, Florida 32304 (Cassette tapes ONLY)

EDRS Price MF-\$0.76 HC-\$14.59 PLUS POSTAGE

Descriptors—Administrative Personnel, Auto-instructional Aids, *Communication (Thought Transfer), Communication Problems, Communication Skills, Group Relations, Information Dissemination, *Information Utilization, Inservice Teacher Education, Interpersonal Competence, *Interschool Communication, Manuals, *School Personnel, Staff Utilization, Teachers, *Training

Identifiers—*School Personnel Utilization Project, Training Modules

The School Personnel Utilization Project developed a series of modules to assist personnel in building the necessary skills for the development of organizational change strategies and collaborative, collegial educational problem solving capabilities. This specific module focuses on approaches to the enhancement of communication patterns within schools and school districts, and between districts and state/federal agencies concerned with education. It contains four components: (1) an overview and guide to the use of the training module; (2) a monograph on communication and change in schools; (3) instructions and exercises for use with audio modular instructional packets on the basis elements of the communication process and on the helper-helpee relationship. A series of instructional objectives and suggested approaches to the use of the materials is also provided. (Author/DGC)

ED 101 698 80 IR 001 550
Jones, G. Brian And Others
Evaluation. A Training Module. School Personnel Utilization.

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.; Florida State Dept. of Education, Tallahassee.

Spons Agency—National Center for Improvement of Educational Systems (DHEW/OE), Washington, D.C. National Cluster Coordination Center.

Pub Date 74
Note—243p.; For related documents see IR 001 548-552

Available from—American Institutes for Research, P.O. Box 1113, Palo Alto, California 94302 (Cassette tapes only, Planning and Coordination Office, Florida State Department of Education, Tallahassee, Florida 32304)

Document Not Available from EDRS.

Descriptors—Data Analysis, *Decision Making, Decision Making Skills, Elementary Schools, *Evaluation, Evaluation Criteria, *Evaluation Methods, Evaluation Needs, Inservice Teacher Education, Manuals, Problem Solving, School Districts, *School Personnel, Secondary Schools, Staff Utilization, Training

Identifiers—*School Personnel Utilization Project, Training Modules

A series of modules was prepared by the School Personnel Utilization Project to assist personnel in building the necessary skills for the development of organizational change strategies and collaborative, collegial educational problem solving capabilities. This module focuses on the evaluation process in the context of elementary and secondary schools, with some examples and problems drawn from district-level situations. It is divided into five sections: (1) formulation of a general evaluation approach including an overview of educational decision-making processes, (2) specifying product and process objectives, (3) measuring outcomes, (4) analyzing and synthesizing data, and (5) using and reporting results. Included in each section are references for further reading, a simulation exercise, review questions, and answers to the objective section of the review questions. A tape/slide presentation introducing the module is available from The Florida State Department of Education. (Author/DGC)

ED 101 699 80 IR 001 551
DeBlois, Michael Melton, Raymond G.
Functional Task Analysis. A Training Module. School Personnel Utilization.

Florida State Dept. of Education, Tallahassee.
Spons Agency—National Center for Improvement of Educational Systems (DHEW/OE), Washington, D.C. National Cluster Coordination Center.

Pub Date 74
Note—64p.; For related documents see IR 001 548-552

Available from—Planning and Coordination Office, Florida State Department of Education, Tallahassee, Florida 32304 (Cassette Tapes ONLY)

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—Administrative Personnel, Differentiated Staffs, Inservice Teacher Education, Job Skills, Manuals, Occupational Information, Organizational Change, Organizational Development, *Personnel Needs, Personnel Policy, Personnel Selection, *School Personnel, Skill Analysis, *Staff Utilization, *Task Analysis, Teachers, *Training

Identifiers—National Cluster Coordination Center, *School Personnel Utilization Project, Training Modules

The School Personnel Utilization Project developed a series of modules to assist school personnel in building the necessary skills for the development of organizational change strategies and collaborative, collegial educational problem solving capabilities. This specific module on functional task analysis will assist the user in monitoring and maintaining a comprehensive functional job description for each position within an educational institution or organization. Included is a seven step procedure which begins with a framework for stating the overall purpose (long term goals) of the educational agency and concludes with a determination of the appropriate skills and training needed for the accomplishment of the task. An example of the procedure as it might be applied to a secondary school instruction program is provided. (Author/DGC)

ED 101 700 80 IR 001 552
Lake, Dale G. And Others
System Renewal. A Training Module. School Personnel Utilization.

Florida State Dept. of Education, Tallahassee.
Spons Agency—National Center for Improvement of Educational Systems (DHEW/OE), Washington, D.C. National Cluster Coordination Center.

Pub Date 74
Note—189p.; For related documents see IR 001 548-551

Available from—Planning and Coordination Office, Florida State Department of Education, Tallahassee, Florida 32304 (Cassette Tapes ONLY)

EDRS Price MF-\$0.76 HC-\$9.51 PLUS POSTAGE

Descriptors—Change Agents, *Change Strategies, Communication (Thought Transfer), Group Dynamics, Group Structure, Information Utilization, Inservice Teacher Education, *Interpersonal Competence, Manuals, *Organizational Change, Organizational Communication, Organizational Development, *School Personnel, Staff Utilization, Team Training, Training

Identifiers—*School Personnel Utilization Project, Training Modules

The School Personnel Utilization Project developed a series of modules to assist personnel in building the necessary skills for the development of organizational change strategies and collaborative, collegial educational problem solving capabilities. This module focuses on the dynamics of organizational change and the interpersonal skills necessary to bring it about. The first two sections describe some of the organizational characteristics which facilitate and constrain change. This is followed by materials on aspects of goal setting, group formulation for organizational change, and information management. The final three sections are intended to provide practical exercises in the application of the concepts considered earlier together with suggestions on how the process may be implemented within a school or school district. (Author/DGC)

ED 101 701 80 IR 001 553
Morehead, Joseph
Introduction to United States Public Documents.

Pub Date Jan 75
Note—289p.; Library Science Text Series
Available from—Libraries Unlimited, Inc., P.O. Box 263, Littleton, Colorado 80120 (\$10.00)

Document Not Available from EDRS.

Descriptors—*Depository Libraries, *Federal Government, *Federal Legislation, Governmental Structure, Government Libraries, *Government Publications, *Guides, Higher Education, Library Education, Library Materials, Library Material Selection, Library Programs, Textbooks

Identifiers—Government Printing Office, United States

This textbook, designed for use in library school government documents courses, provides an overview of the functions and characteristics of United States public documents. Chapters cover the Government Printing Office, the Superintendent of Documents, the depository library system, administration of documents collections, general guides to government publications, legislative materials, publications of the presidency, department and agency publications, documents of independent and regulatory agencies, reports of advisory committees and commissions, and publications of the judiciary. The text is supported by examples of order blanks, catalog cards, and sample entries from indexes and guides to government publications from both private and public sources. Indexes provide access through names, subjects, titles, and series title. Recent changes in federal government organizations may not be reflected in this text. (Author/PP)

ED 101 702 52 IR 001 554
Federal Library Support Programs: Progress and Problems. Report to the Congress.
Comptroller General of the U.S., Washington, D.C.

Report No.—MWD-75-4

Pub Date 30 Dec 74

Note—57p.

Available from—U.S. General Accounting Office, Distribution Section, P.O. Box 1020, Washington, D.C. 20013 (Order No. MWD-75-4, \$1.00)

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—Administrative Problems, *Federal Aid, Federal Legislation, Federal Programs, Federal State Relationship, Financial Support, Library Materials, *Library Services, Library Standards, Program Effectiveness, *Program Improvement, Public Libraries, *Resource Allocations, School Libraries, *State Action, State Standards

Identifiers—Elementary Secondary Education Act Title II, ESEA Title II, Library Services and Construction Act, LSCA

To aid the United States Congress in its analysis of alternative for federal aid to libraries, the Government Accounting Office (GAO) reviewed the two largest federally funded programs, the Elementary and Secondary Education Act of 1965 (ESEA) Title II and the Library Services and Construction Act (LSCA), to assess their effectiveness in meeting legislative objectives and to determine if problems existed. GAO found that federal library support programs have helped to improve materials and services in school and public libraries nationwide. Some problems were noted in state procedures for allocating federal funds which tended to limit the funds available to local governments to provide services for those most in need. GAO compiled several recommendations for the improved distribution of funds, taking into consideration the views of the office of Health, Education and Welfare, which administers the LSCA and ESEA programs. (Author/SL)

ED 101 703 80 IR 001 555
Hayes, Robert M. Becker, Joseph
Handbook of Data Processing for Libraries.
Second Edition.

Spons Agency—Council on Library Resources, Inc., Washington, D.C.

Pub Date 74

Note—688p.; First edition ED 046 451

Available from—John Wiley & Sons, Inc., 605 Third Avenue, New York, New York 10016 (\$19.95)

Document Not Available from EDRS.

Descriptors—*Computers, Cost Effectiveness, *Data Processing, Electronic Equipment, *Guides, Libraries, *Library Automation, Library Networks, Library Programs, Management Systems, Manuals, *Systems Approach

This volume is designed to be a comprehensive guide to the evaluation and use of computers and modern data processing systems in libraries. It is organized into four sections, each covering a major facet of library automation. Part 1 provides a mechanized introduction to library data processing, including its benefits and costs, a review of its usefulness in decision making, and cost accounting. Part 2 presents the systems approach to development and evaluation of applications to library data processing—necessary flow

charts, systems budgeting, staffing, programing, phase-over, and orientation. Part 3 is designed to introduce computer technology including machine language, computer hardware and software, and evaluation criteria. In part 4, the various library subsystems are analyzed, and operational examples are described—administration, ordering, cataloging, circulation, serials, interlibrary loans, and information services. A glossary and references are provided. (Author/SL)

ED 101 704 IR 001 556

Swarm, Christine C.
Multi-Media-Fad or Reality?

Pub Date 74

Note—12p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Audiovisual Aids, Audiovisual Centers, Instructional Materials, *Instructional Media, *Instructional Technology, Library Networks, Library Services, Mass Media, Media Selection, *Media Technology, Multimedia Instruction, School Libraries, Teacher Developed Materials

The idea that the multimedia concept is a fad is described as nonsense, and its broadening and far-reaching realm in society is detailed. The type of media found in a school library media center and their applications are listed for the benefits of teachers. Ways in which media can be used to encourage student interest are discussed. Teachers are urged to preview materials and also to be conscious of student familiarity with cassettes, records, films, and filmstrips in the home. The use of multimedia materials is said not to be a panacea, but a way of helping children benefit from a variety of choices. (SK)

ED 101 705 IR 001 557

LeRoy, David J. And Others

Public Television Viewer and Watergate Hearings. Florida State Univ., Tallahassee. Communication Research Center.

Spons Agency—Corporation for Public Broadcasting, Washington, D.C.

Pub Date 74

Note—46p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Audiences, Comparative Analysis, Media Research, *Political Issues, *Programming (Broadcast), *Public Television, State Surveys, Surveys, Television Research, *Television Surveys, *Television Viewing, Viewing Time

Identifiers—Florida, National Public Affairs Center for Television, NPACT, Select Committee on Campaign Practices, *Watergate Hearings

During the gavel-to-gavel coverage by public television of the Watergate Hearings of the Select Committee on Campaign Practices, audience makeup and attitudes in Florida were surveyed and profiled. Findings showed that blacks were attracted in greater proportion than whites, and males more than females. Spanish-speaking persons tended to avoid the telecasts. Exposure to college education increased the probability of watching. One-third of those watching were new to public television. While some persons were repelled by the extensive coverage, the survey showed that full coverage attracted two persons for every one it repelled. The survey findings are summarized in six tables. (Author/SK)

ED 101 706 IR 001 558

LeRoy, David J. Wotring, C. Edward
Reaction and Evaluation of "Today in the Legislature" by Legislators, Capital Press and the Public.

Florida State Univ., Tallahassee. Communication Research Center.

Spons Agency—Corporation for Public Broadcasting, Washington, D.C.

Pub Date Feb 74

Note—18p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Audiences, Community Surveys, Educational Television, Legislators, *Press Opinion, Program Evaluation, *Public Opinion, *Public Television, *State Government, *Television Surveys

Identifiers—Florida

A survey was conducted to ascertain the reactions of viewers and legislators to a public television series, "Today in the Legislature," which

presented videotaped segments of a nine-week session of both the Florida House of Representatives and Senate. The results showed that viewers felt the program was informative, that their understanding of the legislative process was enhanced by the program, and that they learned about what their specific legislators at the capital did. Ninety-four percent of the viewers felt the series was worthwhile. Eighty-five percent of the legislators and eighty-eight percent of the journalists were in favor of continuing the program. (KKC)

ED 101 707 IR 001 559

LeRoy, David J. Williams, Wenmouth, Jr.

The Image of Public Television: A Pilot Study.

Florida State Univ., Tallahassee. Communication Research Center.

Pub Date Feb 74

Note—17p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Evaluation Criteria, *Evaluation Methods, Factor Analysis, Internal Scaling, Interviews, *Item Analysis, *Measurement Techniques, Media Research, Programming (Broadcast), *Public Opinion, *Public Television, Questionnaires, Television Research, Television Surveys

Identifiers—*Guttman Scalogram

A telephone survey was conducted in an attempt to test the veracity of some of the traditional questionnaire items commonly associated with the assessment of the Public Television image. The results of the survey indicated that items commonly used in these assessments (production competency, worthwhileness of minority programming, interest of the managers in community issues, and the amount of educational programming) did not scale when a Guttman Scalogram analysis and a varimax rotated factor analysis were applied to these items. Future research should be concerned with a more sophisticated assessment procedure. (Author)

ED 101 708 IR 001 560

Mengel, Lucia M.

Cable Television Franchising in Florida: An Analysis of Selected Franchises.

Florida State Univ., Tallahassee. Communication Research Center.

Pub Date Apr 74

Note—25p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Cable Television, *Citizen Participation, Citizen Role, Civil Liberties, *Community Services, Federal Legislation, Fees, *Local Government, Telecommunication

Identifiers—*Cable Television Franchising, FCC, Federal Communications Commission, Florida Cable Television franchises in 20 Florida communities were analyzed to determine rates and citizens' rights of access as required by FCC regulations. It was found that rates ranged from \$4.95 to \$8.75, with the average monthly service at \$5.65. Fees had little to do with an overall citizens' rights; the companies with higher rates generally made no provisions for citizens' rights. Local government officials have rarely requested opportunities for citizens' services. Rates, number of subscribers, dates of franchise, and amount of citizen access are shown in charts. (SK)

ED 101 709 IR 001 561

LeRoy, David J.

Public Television and the Judiciary Committee Telecasts. Report No. 10.

Florida State Univ., Tallahassee. Communication Research Center.

Spons Agency—Corporation for Public Broadcasting, Washington, D.C.

Report No.—FSU-CC-CRC-10

Pub Date Jan 75

Note—12p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Audiences, Bias, Educational Television, Government Role, Mass Media, News Media, *Public Opinion, *Public Television, *Television Surveys, *Video Tape Recordings, Viewing Time

Identifiers—*Impeachment Proceedings, Judiciary Committee, Public Broadcasting Service

A study was made by the Communication Research Center, Florida State University, of Florida's public television audience during the

1974 impeachment proceedings against President Nixon. The results of the study showed that the public television audience of the Judiciary Committee's hearings was small. Other questions studied—attitudes toward telecasts; attitudes toward rebroadcast of the Judiciary Committee meetings on public television; attitudes toward who should pay for congressional telecasts; audience-perceived bias of newspapers, magazines, and television; television's effect on confidence in government—turned up mostly inconclusive evidence due to a large percentage of nonrespondents and a large percentage of "no opinions." The study concluded that the public affairs audience is little studied and little understood. (KKC)

ED 101 710 IR 001 562

Williams, Wenmouth, Jr. LeRoy, David J.

Alternate Methods of Measuring Public Radio Audiences: A Pilot Project.

Florida State Univ., Tallahassee. Communication Research Center.

Pub Date Dec 74

Note—38p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Audiences, Broadcast Industry, Evaluation, Listening Groups, *Measurement Techniques, *Media Research, Media Selection, Programming (Broadcast), Questionnaires, *Radio, Surveys

Identifiers—Public Radio

A pilot project was undertaken to explore ways to profile public radio audiences inexpensively and simply. The major effort was through use of the station's monthly programming guide mailing list. Persons found in this list were interviewed and their listening habits compared with a general survey (baseline) group. The survey showed that public radio listeners were more educated, more likely to be progressive, more likely to be white, less likely to watch TV or attend sports events, and more likely to listen to classical music. The report suggests that a mail questionnaire as opposed to a telephone interview was the best means to profile public radio audiences. (SK)

ED 101 711 IR 001 563

Williams, Wenmouth, Jr.

The Implications of Cable Television on Higher Education. Report No. 11.

Florida State Univ., Tallahassee. Communication Research Center.

Report No.—FSU-CC-CRC-11

Pub Date 74

Note—33p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—*Cable Television, Closed Circuit Television, Educational Television, *Higher Education, Media Specialists, Media Technology, Programming (Broadcast), Telecommunication, Television Research

Identifiers—National Cable Television Association, NCTA

A survey conducted by the National Cable Television Association found that cable television (CTV) is not now being utilized for "hard" instruction to help solve some of the current problems in higher education. Since CTV is being merely used as an extension of what exists, it has become an added cost rather than a method of reducing costs. Consequently many educators are calling for action now while CTV is just in the development stages—programs must be developed and empirically tested, and in some cases the FCC must act to support educational provisions. All these require time and the leadership of educators. (SK)

ED 101 712 IR 001 564

LeRoy, David J. And Others

Mediated Violence and Victim Consequences: A Behavioral Measure of Attention and Interest.

Florida State Univ., Tallahassee. Communication Research Center.

Pub Date Jul 74

Note—18p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Aggression, Attention, Emotional Response, Programming (Broadcast), Statistical Analysis, *Television Research, *Television Viewing, *Violence

Identifiers—Buss Durkee Hostility Inventory, Operant Methodology

Using a modified television set that required them to depress a foot pedal in order to view the material, 77 subjects watched a nonviolent segment of the film, *The Chase*, and either a violent sequence with consequences to the victim or violence without consequences. Subjects were randomly assigned to each treatment on the basis of Buss-Durkee Aggression scores. Allowed to choose to respond or not to respond to the material, 58 percent of subjects chose not to attend at the rate necessary to continually view the program. No relationships were found between the subject's Buss-Durkee score and the subject's behavior elicited by the stimulus materials. (SK)

ED 101 713 IR 001 565

LeRoy, David J. Ungurait, Donald F.

Problem Perception in Ascertainment Surveys and Voluntary Contact With the Broadcast Media. Florida State Univ., Tallahassee. Communication Research Center.

Pub Date 74

Note—17p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Broadcast Industry, Certification, City Problems, *Community Problems, *Community Surveys, Media Research, *Perception, Programming (Broadcast), Public Opinion, Public Policy, *Social Problems, Telecommunication, Television, Television Surveys

Identifiers—"Ascertainment Surveys, Television License Renewal

A total of 431 households in Tallahassee, Florida, were contacted to ascertain community perceptions of social policy issues, as required of television stations applying for license renewal. It was found that 10 percent of those contacted could think of no problems; 14 percent could not name a national problem, and 35 percent could not name a local problem. Tentative findings showed that most of those unable to name a problem were female, black, with less than high school education. Voluntary contact of stations to articulate problems was also investigated. Most complainers were articulate, concerned males. (SK)

ED 101 714 IR 001 566

Danky, James P.

Undergrounds: A Union List of Alternative Periodicals in Libraries of the United States and Canada.

Wisconsin State Historical Society, Madison.

Pub Date 74

Note—206p.

Available from—Business Office, State Historical Society of Wisconsin, 816 State Street, Madison, Wisconsin 53706 (\$12.95)

Document Not Available from EDRS.

Descriptors—*Activism, *Bibliographies, Dissent, *Libraries, *Periodicals, Publications, Publishing Industry, *Union Catalogs

Identifiers—*Alternative Publications, Canada, Underground Press, United States

This alphabetical union list of alternative periodicals includes publications which are politically and culturally to the left of center, and which express views not usually found in the daily or "straight" press. The information given for each item includes title, place of publication, institutional focus (if any), publisher, microform availability, indexing source, former place of publication, citation in other bibliographies, and libraries collecting the periodical. There is a geographic index, by state and city for the U.S. and Canada, by city for other countries. (LS)

ED 101 715 52 IR 001 567

McNamee, Gil

Contemporary Trends in Information Delivery. Program for a Workshop, December 11 and 12, 1974, San Francisco Public Library.

San Francisco Public Library, Calif. Bay Area Reference Center.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Dec 74

Note—54p.

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—Bibliographies, *Computer Science, Delivery Systems, *Educational Trends, *Information Science, Library Automation, Library Cooperation, *Library Networks, National Libraries, *National Programs, Speeches, Video Tape Recordings

Identifiers—BALLOTS, California, DIALOG, National Commission Libraries Information Science, OCLC, WICHE

A workshop, *Current Trends in Information Delivery*, held in December 1974, was attended by 337 librarians, including Joseph Becker from the National Commission on Libraries and Information Services (NCLIS) who spoke about the national library network which NCLIS is proposing; Gerald Newton of the California State Library who spoke on library networking in the U.S. and California; and Gil McNamee, Bay Area Reference Center Director, who spoke on the proposed 17-state Western Regional Library Network. The proceedings also included two library-oriented computer demonstrations: Stanford's BALLOTS (Bibliographic Automation of Large Library Operations Using a Time-sharing System), and Lockheed's DIALOG (an on-line literature searching service). The workshop was videotaped by the staff of San Francisco Public Library's new federally funded California Video Resources Project. This report also includes a list of library networks, a list of acronyms and definitions in the field of library automation, a brief glossary of terms relating to library networks and cooperation, and an overall bibliography. (KKC)

ED 101 716 IR 001 568

Caudra, Carlos A., Ed. Bates, Marcia J., Ed.

Library and Information Service Needs of the Nation. Proceedings of a Conference on the Needs of Occupational, Ethnic, and other Groups in the United States.

National Commission on Libraries and Information Science, Washington, D.C.

Pub Date 74

Note—319p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 5203-00033, \$2.95)

EDRS Price MF-\$0.76 HC-\$15.86 PLUS POSTAGE

Descriptors—Age Groups, *Conference Reports, Disadvantaged Groups, Educational Needs, Groups, Handicapped, *Information Needs, *Information Services, Institutionalized (Persons), *Library Services, Matrices, Minority Groups, Occupational Clusters, Rural Population

Identifiers—*National Commission Libraries Information Science

In 1972, the National Commission on Libraries and Information Science (NCLIS) identified experts to study and report on the information needs of selected groups within the United States population: six occupational and professional groups, various age groups, women, the handicapped, the isolated, and ethnic groups—mainly the Mexican American community. The groups were analyzed in terms of characteristics, rationale for service, needs for library and information services, inadequacies in existing services, and strategies for change. The reports of the 16 experts were presented at the NCLIS User Conference at the University of Denver, Colorado, in May, 1973. The second day of the conference was devoted to three work groups who considered various aspects of the information needs problem. A needs-description matrix was formulated to provide a common format, through which the needs of various client groups could be compared. This report presents the conference papers, the proceedings of the working groups, an analysis of the needs-matrix, and the conference summary and implications report. (SL)

ED 101 717 52 IR 001 569

A Survey of the Attitudes, Opinions and Behavior of Citizens of Colorado with Regard to Library Services. Volume Five, Technical Summary.

Colorado Market Research Services, Inc., Denver; Colorado State Library, Denver.

Spons Agency—Bureau of Libraries and Educational Technology (DHEW/OE), Washington, D.C.

Report No—CSL-SL-14

Pub Date Dec 74

Note—46p.; For related documents see Vol. 1, ED 089 705; Vol. 2, ED 093 270; Vol. 3, ED 095 920

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Community Surveys, *Information Needs, *Library Planning, Library Surveys, *Questionnaires, *Research Design, Research

Methodology, Research Tools, Sampling, *State Surveys, Statistical Studies, Use Studies

Identifiers—Colorado, Colorado State Library

The Colorado Council for Library Development commissioned a state survey to facilitate long range library planning. A survey was designed by Colorado Market Research Services, Inc. and directed to adults throughout the state to ascertain the information needs of the sample population. Citizens were queried as to the frequency of their library use, their satisfaction with library services, and the kind of library which they most often utilized—school, college, public, or special library. The focus of this document is on the design of the survey instrument, the sampling techniques used, and the way in which the results were tabulated. Appendixes comprise over half the document; the survey questionnaire, interviewer instructions, a map of the counties sampled, and a regional list of counties in the sample are included. (KC)

ED 101 718 IR 001 570

Salton, Gerard

Information Storage and Retrieval Scientific Report No. ISR-22.

Cornell Univ., Ithaca, N.Y. Dept. of Computer Science.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date Nov 74

Note—380p.

EDRS Price MF-\$0.76 HC-\$19.67 PLUS POSTAGE

Descriptors—*Algorithms, *Computer Programs, Computer Science, Content Analysis, Data Bases, Data Processing, Dictionaries, Feedback, *Indexing, *Information Processing, *Information Retrieval, *Information Storage, Information Systems, Information Theory, Item Analysis, Thesauri

Identifiers—*File Structures

The twenty-second in a series, this report describes research in information organization and retrieval conducted by the Department of Computer Science at Cornell University. The report covers work carried out during the period summer 1972 through summer 1974 and is divided into four parts: indexing theory, automatic content analysis, feedback searching, and dynamic file management. Twelve individual papers are presented. (Author/DGC)

ED 101 719 IR 001 571

Sinnett, William E.

Project ARISTOTLE. Submission. Training Improvement Plan.

Humber Coll. of Applied Arts and Technology, Toronto (Ontario). Lakeshore Campus; Ontario Ministry of Colleges and Universities, Toronto. Manpower Training Branch.

Pub Date 1 Jan 75

Note—24p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Adult Education, Career Planning, *Computer Oriented Programs, Data Bases, Educational Counseling, Educational Diagnosis, *Individualized Curriculum, Information Retrieval, Job Training, *Models, *Program Proposals, Project Applications, *Vocational Education, Vocational Training Centers

Identifiers—Automated Retrieval Information System to Track, Canada, Ontario, *Project ARISTOTLE

The aim of the Automated Retrieval Information System to Track and Optimize the Training and Learning Environment (ARISTOTLE) project is to develop a computer-based training model to link program standards, tests, resources, curriculum, and operational and student placement procedures of the Canada Manpower Centers, the Ministry of Colleges and Universities, and the Training Centers. The proposed computer retrieval system will store student records and provide information on the job market and academic requirements to assist in trainee counseling. The system has the capability to map a course of study to fit individual student goals and store follow-up information on program graduates. Once implemented, the model will be evaluated, modified, and disseminated so that Project ARISTOTLE will be available to any training center with computer access. The project's organizational chart, Gantt chart, and general operations model are included along with plans for evaluation, and the budget. (KC)

ED 101 720

IR 001 572

Grogan, Nancy M.
UNM General Library/Technology Application
Center Literature Search Service, An Experimental
Program, FY 1974. Final Report.

New Mexico Univ., Albuquerque. Technology
Application Center.

Spons Agency—National Aeronautics and Space
Administration, Washington, D.C.

Pub Date Sep 74

Note—30p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS
POSTAGE

Descriptors—*Computer Oriented Programs,
Computers, Data Bases, Evaluation, Informa-
tion Dissemination, *Information Retrieval,
*Information Services, Information Sources,
Library Services, Questionnaires, *Search
Strategies, *University Libraries, Use Studies
Identifiers—New Mexico, University of New
Mexico

In July 1973 the University of New Mexico's
General Library, in cooperation with the
Technology Application Center, introduced a
computerized search service for faculty members
on a one-year experimental basis. During the
study two user evaluation meetings caused some
improvements to be made, particularly in the
area of working more closely with faculty mem-
bers in exploring the scope and depth of searches
to be made. The final evaluation disclosed that
faculty members particularly appreciated the time
saved by the service and the comprehensive, up-
to-date searches. Many planned to make greater
use of the service. The conclusion reached by the
study was that the project contributed signifi-
cantly to improving the quality and quantity of
the teaching and research conducted by faculty
users and did it in a cost effective manner. The
appendixes include a list, with brief descriptions,
of the 29 computerized information bases; the
evaluation instruments and user comments; a list
of searches performed; and a tally of searches
provided for each university department.
(Author/LS)

ED 101 721

IR 001 573

Scott, R. E.

The FCEOC Library: A Community Action Pro-
gram. Operations Manual.

Fresno County Economic Opportunities Commis-
sion, Fresno, Calif.

Pub Date 74

Note—79p.

EDRS Price MF-\$0.76 HC-\$4.43 PLUS
POSTAGE

Descriptors—Cataloging, Catalogs, Classification,
*Community Agencies (Public), Community
Information Services, *County Programs,
Economic Opportunities, Grants, Interlibrary
Loans, Library Acquisition, Library Circulation,
*Library Guides, Library Materials, Library
Reference Services, Library Services, Library
Technical Processes, Manuals, Pamphlets,
Periodicals, Public Relations, *Special Libraries
Identifiers—California, Community Action Pro-
grams, *Economic Opportunities Commissions,
Fresno County

The Fresno County (California) Economic Op-
portunities Commission (FCEOC) library
produced this policy, procedures, and use manual
as a guide for community action programs. The
manual includes information on structure and use
of the card catalog, organization of materials, use
and organization of the vertical file, organization
of grant research materials, user eligibility
requirements, circulation procedures, ordering
and acquisition criteria, interlibrary loans,
reference and research services, periodicals, and
public relations. Presented in the appendix is a
decimal classification scheme for community ac-
tion agency libraries developed by the FCEOC
Library to meet its special requirements. Also ap-
pendixes are a list of primary vertical file divisions,
a periodicals list, and a bibliography. (LS)

ED 101 722

IR 001 574

Saddler, Virginia B.

Role of the Library in Education. The Library
Image as Presented in Selected Teacher Train-
ing Textbooks in Use in the State of Kentucky.
Union Coll., Barbourville, Ky.

Pub Date 70

Note—116p.

EDRS Price MF-\$0.76 HC-\$5.70 PLUS
POSTAGE

Descriptors—Content Analysis, Education Cour-
ses, *Library Instruction, *Library Role,
Questionnaires, *School Libraries, *Schools of
Education, *Teacher Education, Teachers Col-
leges, Textbook Content, Textbook Research
Identifiers—*Kentucky

A study was made to discover how the public
school educator views the library and its librarian
and what attempts are made in Kentucky teacher
training institutions to offer instruction in the use
of library facilities. Specific questions involved
the image and role of libraries in education text-
books and courses, and the implications of that
image. Analysis of questionnaires sent to heads of
education departments and reference librarians in
Kentucky teacher training institutions, along with
analyses of textbooks used, revealed that the
library image presented to would-be teachers is
often blurred, distorted, lackluster, or nonex-
istent. The general impression gleaned from the
study is that the public school library is generally
felt to have little effect on the education of stu-
dents. Since those institutions which did provide
instruction on library use found no adequate text-
book for the purpose, the author has provided an
outline for such a unit. The appendixes include
letters, questionnaires, summaries of question-
naire findings, and a list of the textbooks ex-
amined. (LS)

ED 101 723

IR 001 575

Low, Jane Grant-Mackay

The Acquisition of Maps and Charts Published by
the United States Government.

Pub Date May 75

Note—93p.; Master's Thesis, Texas Woman's
University

EDRS Price MF-\$0.76 HC-\$4.43 PLUS
POSTAGE

Descriptors—*Charts, Depository Libraries,
Federal Government, Federal Programs,
*Government Publications, Libraries, *Library
Acquisition, Library Collections, *Library
Material Selection, *Maps

Sources and selection criteria for maps and
charts published by the United States government
are outlined in this manual. Since there is still no
comprehensive index to U.S. government
published maps, several selections tools are
recommended. A section is included concerning
the map and chart programs of each of the is-
suing departments, agencies, bureaus and services.
The type of map produced by each agency is
described, and the correct address for mail orders
is given. An alternative map source for academic
and public libraries, the map depository program
of the Defense Mapping Agency Topographic
Center, is also described. (Author/PF)

ED 101 724

IR 001 576

Podlask, Phillip

The Black Experience: The Negro in America,
Africa, and the World; A Comprehensive, An-
notated, Subject Bibliography of Works in the
University of Toledo Libraries. Tower Series
No. 1.

Toledo Univ., Ohio.

Pub Date 69

Note—95p.

Available from—The University of Toledo, 2801
West Bancroft Street, Toledo, Ohio 43606

EDRS Price MF-\$0.76 HC Not Available from
EDRS. PLUS POSTAGE

Descriptors—African American Studies, African
History, Annotated Bibliographies, *Bibliog-
raphies, Black Community, Books, *Library Col-
lections, Negro Culture, Negro Education,
*Negroes, Negro History, Negro Leadership,
Negro Literature, Negro Role, Racial Dis-
crimination, Serials, Slavery, *University Librar-
ies

Identifiers—*University of Toledo

This comprehensive, annotated subject bibliog-
raphy lists books and U.S. government documents
on all aspects of Negro life, history, and culture
in America, Africa, and the world which were
part of the University of Toledo Library in May
of 1969. The bibliography is organized into five
main parts: (1) the Negro in the United States,
(2) the Negro in areas outside the United States
and Africa, (3) the Negro in Africa, (4) juvenile
literature, and (5) periodicals and newspapers. A
table of contents provides the subject approach
to the bibliography, indicating the item and page
numbers where material in each subject category
can be located. The alphabetical author index
lists item numbers of an author's works, U.S.

government documents best known by their
popular title, and items whose titles are their
main entry also appear in the Author Index.
(Author/KC)

ED 101 725

IR 001 577

Viggiano, Frank A., Jr.

A Study of Various Educational Media Personnel
and Their Practices Regarding the Reproduction
of Copyrighted Works.

Wisconsin Univ. - Stout, Menomonie. Graduate
Coll.

Pub Date Aug 74

Note—67p.; Paper presented at the Association
for Educational Communications and
Technology Annual Convention (Dallas, Texas,
April 14-17, 1975)

EDRS Price MF-\$0.76 HC-\$3.32 PLUS
POSTAGE

Descriptors—*Audiovisual Aids, Audiovisual
Directors, *Copyrights, *Educational Practice,
Information Dissemination, Instructional
Media, Legal Problems, Librarians, Literature
Reviews, *Media Specialists, Opinions,
Questionnaires, *Reprography, Surveys, Tables
(Data)

Identifiers—*Fair Use

The practices of media personnel regarding the
duplication of copyrighted materials were studied
through an opinionnaire designed to elicit respon-
ses (yes/no/perhaps) to 24 hypothetical work
situations involving the possible duplication of
seven categories of copyrighted media: film, film-
strips, videotapes, records, audio tapes, slide/tape
series, and printed matter. The opinionnaire was
distributed to those who attended the Ninth An-
nual Educational Media and Technology Con-
ference, July 22-24, 1974, at the University of
Wisconsin - Stout, Menomonie, Wisconsin. Over
160 responses came from media and library per-
sonnel of all professional levels, as well as from
graduate students, teachers, and media sales
representatives. Responses were tabulated by type
of media in question and by professional status of
the respondent. It was concluded that reproduc-
tion would have occurred in the majority of
cases. Learning resource directors were the group
most willing to reproduce all types of copyrighted
media; library directors and salesmen were in the
groups least likely to do so. Audio tapes were the
media most frequently copied; films and
slide/tapes, the least frequently copied. This re-
port includes a literature review on copyright
principle and legislation. (SL)

ED 101 726

IR 001 578

Auburn, Lynna J.

The Relationship of Perceptual Type to Perceptual
Style and Tempo in College Students.

Pub Date Apr 75

Note—17p.; Paper presented at the Association
for Educational Communications and
Technology Annual Convention (Dallas, Texas,
April 14-17, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS
POSTAGE

Descriptors—*Cognitive Processes, Cognitive
Tests, College Students, Conceptual Tempo,
Educational Research, *Haptic Perception,
Higher Education, Individual Differences,
*Learning Modalities, Learning Theories,
*Visual Discrimination, *Visual Perception,
Visual Stimuli

A study was designed to test the expectation
that different individuals have different cognitive
styles, which, if true, may be useful in investigat-
ing characteristics and psychological impacts of
media utilization. Cognitive style refers to an in-
dividual's way of acquiring and processing infor-
mation. Characteristics of the visual type and
haptic type are identified based on an earlier
study by Viktor Lowenfeld. The hypotheses were
that the visual type could be expected to dis-
criminate visual detail and to react impersonally,
thus testing out as field-independent and reflect-
ive; and the haptic type could be expected to be
unable to discriminate visual detail and to react
emotionally, thus testing out as field-dependent
and impulsive. Three tests (which are not in-
cluded) were used to classify subjects as reflect-
ive, impulsive, or indefinite; field-independent,
field-dependent, or indefinite; and visual, haptic,
or indefinite. The results of the study imply that:
(1) Visuals tended to be field-independent on a
test of perceptual style, while haptics tended to
be field-dependent; (2) Visuals tended to be
reflective on a visual test of perceptual tempo,

while haptics tended to be impulsive; and (3) Haptics made more errors on the tempo test than did visuals. It is suggested that further research be conducted to see if these trends appear in other samples. (KKC)

ED 101 727 IR 001 579

Ausburn, Floyd B.
A Comparison of Multiple and Linear Image Presentations of a Comparative Visual Location Task with Visual and Haptic College Students.

Pub Date Apr 75

Note—14p.; Paper presented at the Association for Educational Communications and Technology Annual Convention (Dallas, Texas, April 14-17, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Cognitive Processes, College Students, Educational Research, *Haptic Perception, Higher Education, Individual Differences, Learning Characteristics, *Learning Modalities, Learning Theories, *Memory, Research Design, Stimulus Behavior, *Visualization, *Visual Perception, Visual Stimuli

A study was made to determine whether different methods of visual presentations would affect the retention rate of individuals with two distinct types of perception—visual and haptic. The visual type, according to a study by Viktor Lowenfeld in 1957, is marked by the following characteristics: (1) ability to see wholes, break them into visual details, and then recombine them into visual wholes; (2) tendency to visualize kinesthetic and tactile experiences; and (3) ability to hold visual images mentally. The haptic type is marked by the following characteristics: (1) inability to discriminate fine visual detail; (2) inability to visualize tactile experiences; and (3) inability to hold visual images mentally. The experimental task was designed to test the ability of subjects to view three pictures of a piece of equipment. One group received a sequential linear presentation of three pictures, and a second group received a multiple image presentation of the task. The findings of the study suggest the following: (1) Visuals performed better overall than haptics on a task which required the apprehension, retention, and utilization of visual cues; (2) A simultaneous multiple image presentation of visual stimuli resulted in better overall performance on such a task than a linear presentation; and (3) Haptics benefited more than visuals from the use of multiple images. Therefore, changing methods of presentation may increase other aptitudes in which haptics are weak. (KKC)

ED 101 728 IR 001 580

DeNike, Lee

An Exploratory Study of Cognitive Style as a Predictor of Learning from Simulation Games.

Pub Date Apr 75

Note—19p.; Paper presented at the Association for Educational Communications and Technology Annual Convention (Dallas, Texas, April 14-17, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Academic Achievement, *Achievement Gains, *Educational Games, Elementary Education, Elementary School Students, Grade 5, *Learning Characteristics, Methods Research, *Predictor Variables, *Simulation, Social Studies, Student Characteristics

Identifiers—*Cognitive Styles, MACOS, Man A Course of Study

Educational cognitive style (ECS) is concerned with the types of behaviors, or elements, employed by an individual to derive meaning from an educational task. To determine if a student's ECS is related to learning from a simulation game, an exploratory study was conducted with a sample of 24 fifth grade students. The students were divided into two groups to play two simulation games from the social studies curriculum Man: A Course of Study. Group 1 played three rounds of the Bow and Arrow Hunting Game, followed by the Crossing Place Hunting Game. Group 2 played the games in reverse order. Knowledge gain was measured by identical pre- and post-tests. After the gaming, an ECS test battery was administered to all participants. ECS elements were classified as to their frequency within the high- or low-achieving student groups. Results indicated that those students likely to derive maximum cognitive knowledge from a simulation

game were those who gather information by listening, prefer peer group interaction, and tend to reason on the basis of rules. Students who tend to receive the least benefit from games derive information from both reading and listening and prefer independent activities. (SL)

ED 101 729 IR 001 581

Dunathan, Arni T.

Differential Effects of Narrator Sex on Male and Female Elementary School Subject's Perception of Movement in an Autokinetic Device.

Pub Date Dec 74

Note—12p.; Paper presented at the Association for Educational Communications and Technology Annual Convention (Dallas, Texas, April 14-17, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Credibility, Females, Information Sources, Instructional Materials, Males, *Material Development, Narration, *Sex (Characteristics), *Sex Differences, *Sex Discrimination, Sex Stereotypes, Teacher Developed Materials, Testing

The hypothesis that male voices are more credible than female voices as narrators of instructional materials was tested with 64 randomly selected elementary school students, half of them male and half female. Students were to observe a point of light in a darkened room, and afterwards to draw a line showing how much their line moved. Four identical sets of instructions were tape recorded by male and female instructors. Responses were scored by measuring length of line in 16ths of an inch. It was shown that female students responded significantly to male voices but that males did not respond significantly by sex, although there was a slight difference in response to females. (SK)

ED 101 730 IR 001 582

Masterson, James And Others

Psychomotor Performance Effects Upon Elementary School Children by Sex and Perceptual Speed Ability of Three Compressions of an Instructional Sound Motion Picture.

Pub Date Apr 75

Note—22p.; Paper presented at the Association for Educational Communications and Technology Annual Convention (Dallas, Texas, April 14-17, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Conceptual Tempo, Educational Research, Elementary Education, Grade 6, *Instructional Films, Learning Processes, Material Development, Perception, *Perceptual Motor Skills, Sex Differences, *Sound Films, Speech Compression

Identifiers—*Compressed Motion Pictures

Forty-eight sixth-grade students were studied to determine their response to selected compressions of the narration of an instructional sound motion picture. A 4:10 color film with a 158 wpm recorded narration was shown at 25, 33-1/3 and 50 percent compression rates; performance time and quality were measured immediately and after 12-day intervals. It was found that compression of up to 50 percent did not significantly effect performance quality, but had a significantly negative effect on performance time in female students and those of low perceptual speed. Both sex and level of perceptual speed ability were held to be patent predictors of poorer quality and slower work in instruction via compressed sound motion pictures. A compression rate of 25 percent was held least effective for females and most effective for males; a 33-1/3 percent rate, least effective for those of low perceptual ability and most effective for those of high perceptual ability. (SK)

ED 101 731 IR 001 583

Childers, Thomas Post, Joyce A.

The Information-Poor in America.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 75

Note—182p.

Available from—Scarecrow Press, Inc., P.O. Box 656, Metuchen, New Jersey 08840 (\$6.00)

Document Not Available from EDRS.

Descriptors—Culturally Disadvantaged, Daily Living Skills, *Disadvantaged Groups, Educational Needs, *Information Needs, Information

Retrieval, *Information Seeking, Information Sources, Intercommunication, Library Reference Services, *Literature Reviews, Research Needs

Identifiers—United States

A search of various literature was conducted to learn what is known about the information universe of disadvantaged adults. More than 700 documents were discovered bearing on information needs, use, and information-seeking behavior of the aged, blacks, native Americans, Chicanos, migrants, the poor, and other disadvantaged. An overview of the documents and a profile of the information-poor is provided. The bibliography lists more than 700 relevant documents. (SK)

ED 101 732 95 IR 001 585

Study of Education Satellite Communications

Demonstration: Alaska. Bi-Monthly Report.

Practical Concepts, Inc., Washington, D.C.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 24 Sep 74

Note—27p.; For related documents see IR 001 586-588

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—*Communication Satellites, *Demonstration Projects, Demonstrations (Educational), *Educational Innovation, Educational Technology, Educational Television, Management Development, Media Research, Media Technology, Rural Development, Rural Education, Telecommunication, Television Research

Identifiers—*Alaska, Educational Policy Research Center, EPRC

A bimonthly report describes a recent work to determine the use of satellite educational television in remote and isolated rural communities, especially those inhabited by native Alaskans. It is believed that educational satellite communication has its greatest potential in Alaska because of these conditions. The report describes the scope of the effort but specifically precludes interim assessments. Six study areas are listed and specifications are given. An outline for the final report and management procedures are included, along with the work schedule for future activities. (SK)

ED 101 733 95 IR 001 586

Study of Education Satellite Communications

Demonstration: Alaska. Second Bi-Monthly Report.

Practical Concepts, Inc., Washington, D.C.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 1 Dec 74

Note—96p.; For related documents see IR 001 585 through 588; Filmed from best copy available

EDRS Price MF-\$0.76 HC-\$4.43 PLUS POSTAGE

Descriptors—*Communication Satellites, *Community Involvement, *Demonstration Projects, Documentation, Educational Television, Evaluation, Media Technology, *Rural Education, Telecommunication, Television Research

Identifiers—*Alaska

A second bimonthly report describes progress made on six tasks enumerated in earlier reports and specifically points out three new issues raised by the demonstration: the question of the use of telecommunication for other than educational purposes, the discrepancy between the project's concept and reality, and the usefulness of a project for native villages to urban adults. Also documented are historical events of the two-month period, steps taken to measure village involvement and television use, methods chosen to select four native villages for intensive study of the demonstration's impact, and a procedure for measuring the postdemonstration effects. The schedule for the next two months is listed. Appendixes include documentation methodology, the documentation filing system and an operator's training guide. (SK)

ED 101 734 IR 001 590

Emmens, Carol A., Comp.

Non-Theatrical Film Distributors: Sales Service Policies. Revised Edition.

Educational Film Library Association, Inc., New York, N.Y.

Spons Agency—National Endowment for the Arts, Washington, D.C.

Pub Date 74

Note—66p.

Available from—Educational Film Library Association, Inc., 17 West 60th Street, New York, New York 10023 (\$5.00 EFLA members; \$7.00 non-members)

Document Not Available from EDRS.

Descriptors—Audiovisual Aids, Catalogs, *Directories, Documentaries, Educational Resources, Film Production, *Films, Film Strips, *Instructional Films, Marketing, Retailing

Identifiers—*Film Distributors

Revised in 1974, this directory lists 137 distributors from whom 16mm films and other media are available for purchase. Intended as an aid for film purchasers, this compilation summarizes the policies and specialties of each distributor. Among the items included in each entry are the name of the firm's chief executive, a summary of discounts offered, and any unique features of the company. Information is also included on the type of films each company is seeking as a guide for film-makers in need of a distributor. (Author/PF)

ED 101 735

IR 001 593

Yin, Robert K. And Others

Neighborhood Communications Centers: Planning Information and Referral Services in The Urban Library.

Rand Corp., Washington, D.C.

Spons Agency—John and Mary R. Markle Foundation, New York, N.Y.

Report No.—R-1564-MF

Pub Date Nov 74

Note—62p.

Available from—The Rand Corporation, 1700 Main Street, Santa Monica, California 90406 (\$5.00)

Document Not Available from EDRS.

Descriptors—*Branch Libraries, Communication (Thought Transfer), *Community Information Services, Community Resources, Facility Utilization Research, *Feasibility Studies, Government Role, Information Centers, Institutional Role, Library Reference Services, *Library Services, Personnel Needs, Publicize, *Public Libraries, Urban Areas

The potential development of information and referral (I&R) services in branch libraries was explored by examining five cases where such services have been initiated. The extent to which the public library system is appropriate for information and referral services was carefully examined in the light of its ability to carry on seven functions: (1) needs assessment, (2) development of the directory used to make referrals, (3) staffing, (4) publicity, (5) accessibility to users, (6) recordkeeping and follow-up, (7) relationship with other agencies. Five I&R services operating in five cities in the United States were chosen for the study. To a varying degree, each of four was library-affiliated; the fifth was not. Library sponsorship of I&R services was an asset from the standpoint of staffing, accessibility to users, and cooperative relationship with other agencies. It was neutral in terms of needs assessment, directory development, publicity, and record keeping. I&R services will necessitate extensive telephone use for referrals. It is anticipated that libraries will be able to make the adjustment. The study concludes with a discussion of possible roles of federal and state governments in developing I&R services in other cities. (Author/KC)

ED 101 736

IR 001 594

Reed, K.

Global Salesman. Notebook Number Ten.

Columbia Univ., New York, N.Y. Network Project.

Pub Date 75

Note—31p.

Available from—The Network Project, 101 Earl Hall, Columbia University, New York, New York 10027 (Annual subscription \$10.00 for individuals and \$25.00 for institutions; single issues are \$2.00 and \$5.00 respectively)

Journal Cit.—Notebook; n10 Win75

Document Not Available from EDRS.

Descriptors—Broadcast Industry, *Commercial Television, *International Programs, *Mass Media, *Merchandising, Producer Services, Publicize, Telecommunication, Television Research

Identifiers—ABC, American Broadcasting Company, CBS, Columbia Broadcasting System, National Broadcasting Company, NBC

Commercial television's global development into a multibillion dollar business is explored in this "Notebook." The first half consists of a transcript of a symposium on "Selling the World," with representatives of governments, universities, and the three major networks' foreign subsidiaries. The international activity of the networks, their strategies of foreign penetration, and the economic interests serviced by their expansion are examined. The second half includes a chronology of network expansion, data on number of television stations and sets worldwide, and lists of leaders in program syndication and leading advertising agencies. (SK)

ED 101 737

IR 001 595

Garman, Louise W.

Media Library: A Program to Increase Hospital-Based Learning Opportunities for Physicians.

Michigan Univ., Ann Arbor. Medical Center Library.

Pub Date 75

Note—5p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Adult Education, Curriculum Development, Hospital Personnel, *Individualized Instruction, *Medical Education, Medical Students, *Multimedia Instruction, *Physicians, Physicians Assistants, *Professional Continuing Education, Program Descriptions, Rural Areas

In response to the expressed needs of physicians in general practice, especially those in smaller hospitals and rural areas, for improved opportunities in continuing education, the Department of Postgraduate Medicine and Health Professions Education at the University of Michigan Medical Center developed the Media Library. A series of short synchronized slide-tape programs, Media Library deals with medical problems seen frequently by physicians in general or family practice. Because of the encouraging results of field trials, the department committed itself to a major production effort, and in the fall of 1972 Media Library program subscriptions were offered to hospitals. Subscribers report usage for both individual and group study by physicians, medical students, and physicians' assistants. A syllabus has been developed for each of the 18 programs consisting of a statement of objectives, a reading reference list, a summary of the program, and a post test with answers. Media Library has been accredited for continuing medical education hours by several medical associations. Feedback is regularly solicited from subscribers as to usage, suggested program topics, and system improvement. (Author/SL)

ED 101 738

IR 001 596

Meadow, Charles T.

On Information Science Education: A Rebellious View.

Drexel Univ., Philadelphia, Pa. Graduate School of Library Science.

Pub Date Nov 74

Note—4p.; Paper presented at the American Society for Information Science Annual Meeting (Atlanta, Georgia, October 15, 1974)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Computer Science, Computer Science Education, *Curriculum Planning, Curricular Problems, *Educational Needs, Educational Problems, *Information Science, Information Scientists, Job Market, *Library Education, Library Schools, Library Science, Speeches

The first of information science is in something of a jumble, because there is no universally accepted definition of the field, much less an agreement on what the core information is or what curriculum should be followed. Information science teachers must decide what kind of graduate they are trying to turn out in order to be competitive with business and computer science graduates. The job market for information science graduates is potentially larger than the current one composed of libraries and information marketing companies. In order to be competitive in this larger job market, information science curriculum should be strengthened so that library science graduates know information technology and how to use it on an equal basis with computer and business graduates. An attempt should be made to attract more business and science students into the field of information science. (KKC)

ED 101 739

IR 001 597

Buckingham, Betty Jo

Plan for Progress in the Media Center; Bibliography Update.

Iowa State Dept. of Public Instruction, Des Moines. Educational Media Section.

Pub Date 74

Note—11p.; For related documents see ED 033 588 and ED 083 999

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Audiovisual Centers, *Bibliographies, Elementary Secondary Education, *Facility Guidelines, Information Centers, *Instructional Materials Centers, Instructional Media, Library Facilities, Library Standards, Resource Centers, School Libraries, School Planning

This bibliography is a supplement to those originally contained in the Iowa Department of Public Instruction documents "Plan for Progress in the Media Center," a series published in 1969 and 1970. The series outlined standards for school media centers throughout the state. This document is divided into six subject categories: (1) Standards (which cites the original series), (2) Planning, (3) Administration, (4) Selection, (5) Organization, and (6) Instruction. New citations span the period 1968-1974. (KC)

ED 101 740

52

IR 001 598

China; Bay Area Reference Center Workshop, June 19 and 20, 1974.

San Francisco Public Library, Calif. Bay Area Reference Center.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Jun 74

Note—77p.; Reproduced from Best Copy available

EDRS Price MF-\$0.76 HC-\$4.43 PLUS POSTAGE

Descriptors—Asian Americans, Asian Studies, Bibliographies, *Chinese, *Chinese Americans, *Chinese Culture, Educational Resources, Females, Field Studies, Fine Arts, Foreign Relations, Information Sources, Instructional Materials, Library Collections, Library Services, Publishing Industry, Workshops

Identifiers—*China

Eight papers from a two-day workshop to help librarians answer patrons' questions about China are summarized. Topics include women and child care in China, trends in the arts, China as seen in United States government documents, book publishing in China, building a Chinese resource collection, and teaching about China. The attached kit of materials includes bibliographies on the martial arts, cooking, drama-music-dance, medicine and health, the Chinese in California, visiting China, and women in China. (SK)

ED 101 741

52

IR 001 599

The World of Work; Bay Area Reference Center Workshop, August 29 and 30, 1973.

San Francisco Public Library, Calif. Bay Area Reference Center.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Aug 73

Note—66p.; A bibliography printed on colored pages may reproduce marginally

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—Agricultural Laborers, *Career Change, Career Choice, Career Planning, Employment Opportunities, Information Services, *Job Market, *Job Skills, *Job Training, Library Services, Occupational Information, Research Skills, Symposia

Identifiers—*Affirmative Action

Eleven papers from a two-day workshop for librarians explore current trends in work in America. Topics covered include how to discover job skills and market, mid-career changes, affirmative action, starting your own business, freelance researching, working for social change, and the job market. Bibliographies and kit materials for library patrons asking career-related questions are appended. (SK)

ED 101 742

IR 001 600

Public Library Subject Headings for 16mm Motion Pictures. Revised.

California Library Association, Sacramento.

Pub Date 74

Note—49p.

100 Document Resumes

Available from—California Library Association, 717 K Street, Suite 300, Sacramento, California 95814 (\$4.00)

Document Not Available from EDRS.

Descriptors—*Cataloging, Classification, *Film Libraries, *Films, Libraries, *Public Libraries, *Subject Index Terms

Identifiers—*16mm Motion Pictures

Suggested subject headings for 16mm motion pictures are listed. The intent of the list is to provide audiovisual librarians with a tool which will aid them in making subject indexes for their printed catalogs. It is also intended as an authority for professional catalogers who may be called upon to catalog 16mm motion pictures. (Author/KKC)

ED 101 743

IR 001 601

Chen, Robert

How to Obtain U.S. Government Publications in Booth Library; a Step-By-Step Guide.

Eastern Illinois Univ., Charleston. Booth Library. Pub Date 74

Note—24p.; Sample "Indexes" may reproduce poorly

EDRS Price MF-\$0.76 HC-\$1.58 PLUS

POSTAGE

Descriptors—*Depository Libraries, *Government Publications, *Library Collections, *Library Guides, *Library Instruction, Library Materials, University Libraries

Identifiers—*Booth Library, Eastern Illinois University, Monthly Catalog

A guide for obtaining government documents at Booth Library, Eastern Illinois University, this document describes a step-by-step procedure for using a Federal depository collection. Illustrations are provided from the "Monthly Catalog of United States Government Publications" author index, title index, and subject index. Item numbers are explained along with their use on the library's document request form. A transcript of the documents orientation program taught by the author is appended. (SK)

ED 101 744

IR 001 602

The Library as the Community Switchboard. Bay Area Reference Center Workshop, February 14 and 15, 1973.

San Francisco Public Library, Calif. Bay Area Reference Center.

Pub Date Feb 73

Note—91p.

EDRS Price MF-\$0.76 HC-\$4.43 PLUS

POSTAGE

Descriptors—Community Agencies (Public), *Community Information Services, *Community Resources, *Community Services, Conference Reports, Guidelines, *Information Services, Librarians, *Library Role, Library Services, Models, Public Libraries, *Referral, Role Playing, Volunteers, Workshops

Identifiers—*Community Switchboards

In a two-day workshop at the San Francisco Public Library, the staff of the Bay Area Reference Center (BARC) led discussions on how the library can serve as a community information and referral center. Various speakers reviewed the problems and possibilities of such a service and presented guidelines for the establishment, volunteer staffing, and evaluation of a community switchboard service. Several people who worked on local switchboards discussed the techniques which helped them to listen more creatively. The BARC staff enacted a role play that focused on the librarian's concerns over how much counseling is permissible. Librarians for the Peninsula Library System outlined the procedures they used to produce their community resources file, Informa. The creators of the "Peoples Yellow Pages" answered questions on the development and marketing of this directory of alternative institutions and service agencies. This report is a transcript of the workshop discussions. (Author/SL)

ED 101 745

IR 001 603

Riggs, Donald E.

A Computerized Periodical-Retrieval System.

Bluefield State Coll., W. Va.; Concord Coll., Athens, W. Va.

Pub Date 75

Note—10p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS

POSTAGE

Descriptors—*College Libraries, *Computer Programs, Information Retrieval, Interlibrary

Loans, *Library Automation, Library Collections, Library Cooperation, Library Services, Library Technical Processes, Periodicals, Serials, *Union Catalogs

Identifiers—Bluefield State College, Concord College, *FORTRAN, IBM 1130

Using a series of FORTRAN programs written for use on an IBM 1130 computer, the periodical holdings of Bluefield State College and Concord College in West Virginia have been jointly cataloged. The programs will produce periodical listings for each of the school's individual libraries, for the combined holdings of the two schools, and by subject area. It is felt that the use of this program will result in improved periodical services to users as well as in cost savings. (DGC)

ED 101 746

IR 001 604

Summers, Edward G.

Information and Bibliographic Needs in Canadian Education.

British Columbia Univ., Vancouver.

Pub Date May 74

Note—31p.; Paper presented at the National Conference on the State of Canadian Bibliography (Vancouver, British Columbia, Canada, May 22 through 24, 1974)

EDRS Price MF-\$0.76 HC-\$1.95 PLUS

POSTAGE

Descriptors—*Bibliographies, Citation Indexes, *Delivery Systems, Documentation, *Education, Educational Research, *Indexes (Locators), *Information Dissemination, Information Needs, Information Retrieval, Information Systems, Library Research, Speeches, Subject Index Terms, Use Studies

Identifiers—*Canada

Five issues must be considered if a more effective information and bibliographic delivery system is to be developed for Canadian education. (1) The size and characteristics of the reference group in Canadian education should be studied. With all its subgroups, this group may comprise as many as 200,000 people. (2) The number and types of documents being produced in Canadian education should be reviewed. There may be as many as 5,000 items produced each year in Canada. (3) The number of documents produced in Canada that actually enter the existing information delivery system must be examined. There is no well conceived, systematic procedure to insure that every document produced on Canadian education actually is disseminated. (4) An evaluation of current practices in describing, organizing, and providing information about education documents is needed. The best sources of bibliographic information include "Canadiana" and the "Canadian Education Index." (5) Existing bibliographic materials on Canadian education should be documented, and unmet needs should be noted. The preparation of a "Guide to Information and Bibliographic Resources Related to Canadian Education" and the formation of a task group on the improvement of information and bibliographic services in Canadian education are recommended. (DGC)

ED 101 747

IR 001 605

Summers, Edward G.

Canadian Educational Information: Some Perspectives and Sources on Systems Design.

British Columbia Univ., Vancouver.

Pub Date 74

Note—23p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS

POSTAGE

Descriptors—Bibliographies, Delivery Systems, Documentation, *Education, Indexes (Locators), *Information Dissemination, *Information Needs, Information Retrieval, *Information Systems, Speeches, Systems Analysis, *Systems Approach, Systems Development, Use Studies

Identifiers—*Canada

The information delivery system for education in Canada is in need of improvement. While the growth in the volume and technology of information has been great in recent years, the problems surrounding that growth are not as serious as many writers suggest. From a review of recent literature on education information delivery systems in Canada, 13 themes emerge including a call for systems analysis in assessing designing, and implementing such systems. Suggestions are given for the development of a unique information system for Canadian education. The paper concludes with a recommendation for the crea-

tion of a task group on the improvement of information and bibliographic services in Canadian education. (DGC)

ED 101 748

IR 001 607

Cambio, Edward P., Comp.

The International Federation of Library Associations. A Selected List of References.

Library of Congress, Washington, D.C. General Reference and Bibliography Div.

Pub Date 74

Note—19p.

Available from—Library of Congress, UCIO, Washington, D.C. 20540 (free)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS

POSTAGE

Descriptors—*Bibliographies, Cataloging, *International Organizations, *Libraries, *Library Associations, *Library Cooperation, Library Science, Publications, Public Libraries, Special Libraries

Identifiers—IFLA, *International Federation Library Associations

Prepared in anticipation of the 40th session of the General Council of the International Federation of Library Associations (IFLA), this bibliography cites materials issued by or under the auspices of the federation and its council, sections, and committees, as well as selected works about IFLA and its various subdivisions. The citations are arranged with publications by IFLA preceding items about the federation. Next are listed together items issued by and about the council, sections, sub-sections, and committees. The citations include information on the location of the item in the Library of Congress. (Author/PFF)

ED 101 749

95

IR 001 609

Quilitch, H. Robert

Bibliography of Children's Play and Toys.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date [74]

Grant—OEG-0-70-1820(725)

Note—15p.; For related document see IR 001 610

EDRS Price MF-\$0.76 HC-\$1.58 PLUS

POSTAGE

Descriptors—Annotated Bibliographies, *Bibliographies, Booklists, Child Development, Childhood, Children, Educational Games, Games, *Play, Recreation, Recreational Activities, Serials, *Toys

This bibliography of 237 titles on children's toys and play includes materials published from 1893 to 1970. Citations were gleaned from library catalogs, "Psychological Abstracts," "Child Development Abstracts," "Education Index" and "Reader's Guide to Periodical Literature." The bibliography is arranged alphabetically by author; where no author is listed, the title appears in alphabetical sequence. (Author/KC)

ED 101 750

95

IR 001 610

Quilitch, H. Robert

How Educational are Educational Toys?

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 16 Nov 74

Grant—OEG-0-70-1820(725)

Note—25p.; For a related document see IR 001 609

EDRS Price MF-\$0.76 HC-\$1.58 PLUS

POSTAGE

Descriptors—*Child Development, Childrens Games, Early Childhood, *Educational Games, Evaluation, Evaluation Criteria, Infancy, Infants, Intellectual Development, Literature Reviews, Publicize, Puzzles, *Research Needs, *Toys

If a toy is classed as "educational," some demonstrable educational outcome ought to result from playing with it. Formerly, games and toys designated as "educational" were often strategies for painlessly imparting school subjects to children. Today, "developmental skills" or "readiness experiences" are typical objectives of many of the toys on the market for pre-school children. To date, there is no published evidence to indicate that any educational benefit can be directly attributed to the use of these toys. Yet any claim as vague as "developing a child's full potential" or "providing him with appropriate experiences" has little hope of being proved or disproved. Such claims worry parents wishing to provide their child with the best possible start in

school. Pressed for evidence, toy manufacturers fall back on educational generalizations, or protest that findings cannot be disclosed lest they fall into the hands of the competition. Educational theorists quoted here proclaim the educational value of most toys to be overrated. (KC)

ED 101 751 IR 001 611

Krug, Judith F.

The Curse of Interesting Times.

American Library Association, Chicago, Ill. Office of Intellectual Freedom.

Pub Date Oct 74

Note—7p.; Paper presented at the Pennsylvania Library Association Annual Meeting (Lancaster, Pennsylvania, September 29 to October 2, 1974)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Censorship, Civil Liberties, Credibility, *Freedom of Speech, Librarians, *Library Role, *Moral Issues, *Political Influences, Political Issues, Politics, Speeches

Identifiers—*Intellectual Freedom, Pornography, Watergate

The Watergate scandal has profoundly shaken the confidence of the American people in their government. One aspect of Watergate which can be immediately corrected is that of secrecy. In the abolition of secrecy and the defense of intellectual freedom, librarians have a role to play. American librarianship has taken upon itself the task of providing free and unbiased access to information, but there are still restrictions being placed on this role. The recent Supreme Court decisions on obscenity have provided the public with the mechanisms needed to control the kinds of materials to be made available at the local level, although the Supreme Court guidelines are by no means clear. Most would-be censors are well-meaning people; reflecting the confusion and loss of confidence of the nation as a whole, they hope, by the simplistic solution of banning books, to abolish the complex social issues which these books portray. Many of the excesses of pornographers and politicians have been accomplished in the name of freedom. If the library profession is to succeed in its defense of intellectual freedom, it must strive to make that term respectable again. (Author/SL)

ED 101 752 IR 001 614

A Catalog of United States Government Produced Audiovisual Materials, 1974.

National Archives and Records Service (GSA), Washington, D.C. National Audiovisual Center.

Pub Date 74

Note—382p.

Available from—Information Branch, National Audiovisual Center (GSA), Washington, D.C. 20409

EDRS Price MF-\$0.76 HC-\$19.67 PLUS POSTAGE

Descriptors—*Audiovisual Aids, *Catalogs, Federal Government, Federal Programs, *Film Libraries, Films, Filmstrips, Government Libraries, *Government Publications, Phonotape Recordings, Slides, Tape Recordings

Identifiers—*National Audiovisual Center

Containing 4,500 items available for sale and/or rent, this catalog lists 16mm films, motion cartridges, audiocassettes, audiotapes, slide sets, and film strips available through the National Audiovisual Center of the General Services Administration. The materials are listed in subject order, in alphabetical title order, and by producer code. In addition, information is provided on the use of the catalog and on the procedures for renting or purchasing items listed. (DGC)

ED 101 753 IR 001 615

Criteria for Instructional Materials Selection. 1975 Adoption.

Florida State Dept. of Education, Tallahassee.

Pub Date 75

Note—19p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Algebra, English, *Evaluation Criteria, Geometry, *Guidelines, *Instructional Materials, Junior High Schools, Literature, Mathematics, *Media Selection, Middle Schools, Reading, Reading Materials, Reading Material Selection, Secondary Education, Senior High Schools, *Textbook Selection, Trigonometry

Identifiers—*Florida, Mathematical Analysis

Prepared for use by middle and secondary school teachers and administrators, this document provides guidelines for the selection of instructional materials to be used in the classroom. After presentation of general criteria for the selection of instructional materials in all subjects, selection criteria are given for the English language arts and for mathematics. Specifically, in the English language arts field, individual criteria are given for literature in middle/junior-senior high school and for reading in grades 7-12. Included in the criteria for mathematics materials are algebra I and II, analytic geometry, introductory mathematical analysis, mathematics V, and trigonometry. (DGC)

ED 101 754 IR 001 618

Logsdon, Richard H.

Library Manpower and Education in Indiana.

Indiana State Library, Indianapolis.

Report No.—IRR-74/75-5

Pub Date Aug 73

Note—162p.

EDRS Price MF-\$0.76 HC-\$8.24 PLUS POSTAGE

Descriptors—Certification, *Librarians, Libraries, *Library Education, Library Expenditures, Library Schools, Library Standards, *Library Surveys, *Manpower Needs, Masters Degrees, *Personnel Needs, Questionnaires, Salaries, Staff Utilization, State Surveys

Identifiers—*Indiana

To study library education in relation to library manpower needs in Indiana, questionnaires were sent to the state's library schools and to its public, academic, school, and special libraries. Information was collected on the basic concerns of libraries in the areas of professional education and staff utilization specific past and future staffing requirements, and the current programs and population in library schools. Staff profiles and manpower projections were made for each type of library, as was an analysis of the positions, salaries, ages, and educational backgrounds of recent appointees. Among the conclusions of this study were that the Masters of Library Science should constitute the minimum level of educational attainment for entry into the profession, exclusively undergraduate programs should be gradually phased out, and library schools should work to make their programs responsive to the needs of the library community. Attention should be given to the role of the library technical assistant, to inservice training, and to certification standards. (SL)

ED 101 755 IR 001 620

Buckingham, Betty Jo, Ed. McGrew, Mary Lou, Ed.

Iowa and Some Iowans: A Bibliography of Iowa History and Iowa Authors for Elementary and Secondary School Students, Teachers and Library Media Specialists, Second Edition.

Iowa State Dept. of Public Instruction, Des Moines. Educational Media Section.

Pub Date 74

Note—206p.

EDRS Price MF-\$0.76 HC-\$10.78 PLUS POSTAGE

Descriptors—American Literature, *Annotated Bibliographies, Audiovisual Aids, *Authors, Elementary Secondary Education, *History Instruction, *Local Color Writing, *Local History, United States History

Identifiers—*Iowa

Prepared by teachers, school librarians, and subject authorities, this bibliography serves as a source of materials for teaching the history, tradition, and literature of the state of Iowa in the elementary and secondary grades. The listing is divided into two sections. The first section contains citations to print and non-print sources, excluding periodical articles, on the state's history suitable for use by students or teachers. Section two lists works, not necessarily about Iowa, which are written by Iowa residents and contribute to a study of Iowa literature. In both sections, out-of-print materials judged to be of special value or of wide availability are included. Some of the annotations include grade level and/or evaluative comments. Author, title and subject indices are provided, as is a directory of publishers. (SL)

ED 101 756 52 IR 001 621

Annual Program, Library Services and Construction Act, 1974-1975; With FY 73 and FY 74 Supplements.

South Carolina State Library, Columbia.

Spons Agency—Bureau of Libraries and Educational Technology (DHEW/OE), Washington, D.C.

Pub Date 74

Note—143p.

EDRS Price MF-\$0.76 HC-\$6.97 PLUS POSTAGE

Descriptors—Annual Reports, Disadvantaged Groups, Federal Aid, *Federal Programs, Handicapped, Library Collections, Library Cooperation, *Library Expenditures, Library Networks, *Library Programs, Library Services, Objectives, *Program Descriptions, Regional Libraries, *State Libraries, State Programs, Tables (Data)

Identifiers—Library Services and Construction Act, LSCA, *South Carolina

Financial and operational data and brief program descriptions are provided for the projects of fiscal year 1974-75 funded in South Carolina under the Library Services and Construction Act. Projects include the strengthening of collections and services, service to the handicapped and those with special needs, film programs, and library networking. Supplements provide similar descriptions of projects from the fiscal years 1972-73 and 1973-74. (SL)

ED 101 757 IR 001 717

Bourne, Charles P. And Others

Analysis of ERIC On-Line File Searching Procedures and Guidelines for Searching. Final Report.

California Univ., Berkeley. Inst. of Library Research.; Lockheed Research Lab., Palo Alto, Calif.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—ILR-74-005

Pub Date Nov 74

Contract—OEC-0-71-2559

Note—156p.

EDRS Price MF-\$0.76 HC-\$8.24 PLUS POSTAGE

Descriptors—*Data Bases, Electronic Equipment, *Information Retrieval, Information Systems, Input Output Devices, Library Research, *On Line Systems, Relevance (Information Retrieval), *Search Strategies, *Thesauri, Use Studies

Identifiers—*DIALOG, Educational Resources Information Center, ERIC

In order to identify and explain the reasons for differences in average on-line search rates among terminal installations, the operations and performance of several facilities using the Lockheed DIALOG system for on-line searching of the ERIC data base were studied. Detailed examinations were made of such aspects as the DIALOG system response time as a function of the time of day or day of the week; the search commands and logic used by each of the terminal installations for their operations; the mix of complex, medium, or simple questions processed at each terminal location; and the extent and impact of the variant forms of descriptors in the file (e.g., singular and plural forms of the same term). Timing studies were performed to suggest some terminal procedures that could increase average on-line search speeds. Guidelines for searchers to consider for pre-search and terminal activities are presented at the end of the study. (Author/PF)

JC

ED 101 758 95 JC 750 109

Roesler, Elmo, Ed.

Evaluation of the Consortium's Programs, 1971-72 to 1973-74, Based on a Review of Accomplishments for the Period January 1 to June 30, 1974. Progress Report No. 6.

Appalachian Developing Institutions Consortium.

Spons Agency—Bureau of Postsecondary Education (DHEW/OE), Washington, D.C. Div. of Institutional Development.

Pub Date [74]

Note—63p.

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—Ancillary Services, *Consortia, *Cooperative Programs, Curriculum Development, Educational Planning, Institutional Research, Interinstitutional Cooperation, *Junior Colleges, *Management Systems, *Program Evaluation, Recruitment, Student Needs

The Appalachian Developing Institutions Consortium, consisting of eight two-year institutions in western North Carolina, evaluates its four major programs through internal evaluation teams as well as externally through the Southern Association of Colleges and Schools. The four programs involve student recruitment, comprehensive support services, curriculum and instruction, and systems development and long range planning. Full descriptions of the objectives of each program are given. Evaluation procedures are discussed, and results of both internal and external evaluations are presented. Progress reports describing the types of programs conducted by the individual member institutions are provided. (AH)

ED 101 759 JC 750 110

Burger, Vernon K.

A Study of the Relationship of Dogmatism and Academic Preparation of Faculty to Administrative Structure Preference at the Faculty Administrative Interface.

Pub Date Apr 74

Note—43p.; Practicum presented to Nova University in partial fulfillment of the requirements for the Doctor of Education degree

EDRS Price MF-\$0.76 HC-\$1.95 PLUS

POSTAGE

Descriptors—*Administrative Organization, Cluster Colleges, *College Teachers, Departments, *Dogmatism, Interdisciplinary Approach, *Junior Colleges, Teacher Administrator Relationship, *Teacher Attitudes, Teacher Background, Teaching Experience

Identifiers—*Cuyahoga Community College, Rokeach Dogmatism Scale

Cuyahoga Community College—Eastern Campus is attempting to devise an organizational structure which facilitates an open, creative environment, and to select faculty who have attitudes consonant with openness and experimentalism. The purpose of this study was to determine if there were relationships between (1) dogmatism of faculty and their preference for interdisciplinary cluster or discipline division organization, (2) academic preparation and preference for clusters or divisions, and (3) dogmatism and academic preparation. Twenty-five full-time faculty completed two questionnaires: the Rokeach Dogmatism Scale and a questionnaire listing administrative tasks to determine cluster or division preference. Academic background and preparation data were also solicited. No significant relationship was found to exist between dogmatism of faculty, semester hours in education courses, semester hours beyond the Master's, community college teaching experience, secondary school teaching experience, or four-year school teaching experience and faculty preference for clusters or divisions. Dogmatism and educational or teaching background were also found to have no relationship. Significant relationships were found in two areas: (1) Academic disciplines and preference for clusters or divisions; and (2) Dogmatism and hours beyond Master's Degree. (Author/AH)

ED 101 760 JC 750 113

Lee, Glenda E.

A Study of Career Program Students.

Middlesex Community Coll., Bedford, Mass.

Pub Date 74

Note—36p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS

POSTAGE

Descriptors—*Career Choice, Employment, Family School Relationship, Health Occupations Education, Interpersonal Relationship, Job Satisfaction, *Junior Colleges, *Junior College Students, Liberal Arts Majors, Parent Attitudes, Salaries, Secretaries, *Student Attitudes, *Student Characteristics

Seventy-one liberal arts students and 162 students enrolled in allied health and secretarial programs at Middlesex Community College were surveyed to obtain data for this study. The two groups are compared on the basis of personal characteristics, community of residence, work experience, parental characteristics and attitudes, attitudes toward themselves and their goals, and relationships with others. Career program students are more secure, more concerned with the practical side of life, more certain about their goals, their friends and themselves, and are more concerned about grades, leisure-time activities, and choice of friends. Few major differences

were found in the characteristics and attitudes of the parents of the two groups. Career program students want vocational training and a job near their present residence; they expect to begin earning \$5,000 to \$10,000 and expect to like their jobs. Students in liberal arts programs also want vocational/professional education, but are more concerned about developing their minds and intellects. Many liberal arts students are still undecided about a career choice; they expect to begin earning at least \$8,000 and are uncertain about whether they will like or dislike certain aspects of their jobs. (DC)

ED 101 761 JC 750 114

Headcount Summary; 1970-71 Through 1973-74.

Institutional Research Report, 74-75-2.

Mississippi Gulf Coast Junior Coll., Perkinston.

Report No.—IRR-74-75-2

Pub Date Aug 74

Note—5p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS

POSTAGE

Descriptors—*College Programs, *Enrollment Rate, *Enrollment Trends, *Junior Colleges, *Student Enrollment

Identifiers—Mississippi Gulf Coast Junior College District

This headcount summary is designed to highlight certain significant facts concerning college growth over a four year period from 1970-71 through 1973-74 in the Mississippi Gulf Coast Junior College District. Enrollment totals for vocational, technical, academic, summer school, and "other" programs are given for all four school years. Total headcount of students served has risen from 14,954 in 1970-71 to 22,287 in 1973-74, an increase of 49 percent. A total of 73,064 students have been served during this four year period; of this total, 52,000 (71 percent) have been involved in other than regular academic, technical, and vocational programs. There was a general increase in the number of part-time academic students. However, the number of full-time vocational students increased, while the number of part-time vocational students decreased. With the exception of total number of vocational students, enrollment growth was shown in all programs over the four year period. (AH)

ED 101 762 JC 750 115

Age Analysis of Regular Program Students Enrolled Fall 1974 Semester.

Mississippi Gulf Coast Junior Coll., Perkinston.

Report No.—IRR-74-75-5

Pub Date Nov 74

Note—8p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS

POSTAGE

Descriptors—Adult Students, Age, *Age Groups, *Enrollment Trends, *Junior Colleges, *Junior College Students, Part Time Students

Identifiers—*Mississippi Gulf Coast Junior College

Of 3,393 students on the campuses of Mississippi Gulf Coast Junior Colleges and at George County Occupational Training Center in 1974, 82 percent were full-time, 18 percent were part-time, 68 percent were freshmen (many of whom were vocational students), and 32 percent were sophomores (few of whom were vocational students). Fifty-nine percent of the full-time freshmen and 49 percent of the part-time freshmen were 19 or under. A comparison of full-time freshmen in 1973 and 1974 shows that the average age has increased from 22 to 23.4. In 1974, the average age of freshmen vocational students was 29.7, whereas the average age of freshmen technical and academic students was 22.7 and 20.3 respectively. The average sophomore student was almost two years older than the average freshman student. The average age of sophomore vocational students was 45, whereas the average age of sophomore technical and academic students was 25.3 and 22.2 respectively. Alternative recruitment methods to attract more vocational and technical students are recommended. (DC)

ED 101 763 JC 750 116

Maney, Thomas J. Boyd, Linda

A Pilot Research Project to Determine the Feasibility of Developing Health Related Occupations Curricula at Nicolet College and Technical Institute, Final Report.

Nicolet Coll. and Technical Inst., Rhinelander, Wis.

Spons Agency—Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.

Pub Date Aug 74

Note—120p.

EDRS Price MF-\$0.76 HC-\$5.70 PLUS

POSTAGE

Descriptors—Educational Needs, *Health Occupations Education, Health Personnel, *Junior Colleges, *Manpower Needs, Nursing, *Occupational Surveys, Paramedical Occupations, *Technical Institutes, Vocational Education

Identifiers—Nicolet College and Technical Institute, *Nicolet Vocational Technical Adult Education Dist., Wisconsin

Personal interviews with each employer of health care workers in the Nicolet Vocational, Technical and Adult Education (VTAE) District were conducted to determine: (1) the extent of need for trained health occupations personnel in the district; (2) the projected need for such personnel in the future; (3) which specific health occupations currently were experiencing critical shortages of trained personnel; (4) the extent to which the need for trained health occupations personnel was being met by other agencies; (5) the extent to which district residents who enroll in health occupations programs in other districts return to the VTAE District for employment; and (6) whether alternative ways of meeting district needs would be more advantageous than developing health occupations curricula at Nicolet. The need for allied health and dental workers was not critical and was not expected to become so. However, the need for nursing manpower at the RN, LPN, and Nursing Assistant levels was substantial. District allied health, dental, and nursing manpower needs were being met by on-the-job and out-of-state training. Of every four residents leaving the district for health care training, only one was returning. Correspondence courses were the most prevalent alternative method for training. The survey instrument is attached. (DC)

ED 101 764 JC 750 117

Tschechelin, James D.

Changes in Quality Point Index at Harford Community College. Research Report No. 75-1.

Harford Community Coll., Bel Air, Md.

Report No.—RR-75-1

Pub Date Jan 75

Note—7p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS

POSTAGE

Descriptors—Comparative Analysis, *Credit No Credit Grading, *Grade Point Average, *Grades (Scholastic), *Junior Colleges

Identifiers—*Harford Community College, Maryland

In fall 1974, Harford Community College instituted a nonpunitive grading system. Students receive grades of A,B,C,D, or *. A "*" indicates that course requirements have not been met; it is not considered in computing the student's Quality Point Index (QPI). This new grading system, in addition to the national trend toward higher grades, led the college's administrative council to request a study to determine if there have been any recent, significant shifts in QPI or honor lists at the college. Study results show an increase in the percentage of students on honor lists, from 18 percent in fall 1973 to 21 percent in fall 1974. There was an increase in the proportion of students with a QPI above 3 and a decrease in the proportion with a QPI below 2, the proportion of students with "middle grades" remaining unchanged. Compared to 1972, there were more A's and fewer C's given in 1973. Compared to 1973, there were more F's given, as well as more A's, in 1974. The proportion of students taking incompletes in 1974 dropped 6 percent since 1973, and withdrawals rose 5 percent. During the year in which the nonpunitive grading system was introduced, the proportion of students receiving passing grades dropped 2.4 percent. Several reasons for these changes are suggested. (DC)

ED 101 765 JC 750 118

Lomen, Lynn D.

To Develop the Learning Theory and Curriculum for a Health Class for Elderly Adults.

Pub Date Nov 74

Note—23p.; Practicum presented to Nova University in partial fulfillment of the requirements for the Doctor of Education degree

EDRS Price MF-\$0.76 HC-\$1.58 PLUS

POSTAGE

Descriptors—Adult Characteristics, *Adult Education, Adult Learning, Course Organization, Curriculum Guides, *Health Education, *Inservice Education, Junior Colleges, *Learning Theories, *Senior Citizens, Student Needs

Classes for senior adults (adults sixty years old or older, or retired) have become commonplace. Many instructors have no experience with this kind of student, so the need for instructors trained in special learning theories and practices that apply to senior adults has been identified. This report is designed to serve as a refresher or supplement to a faculty inservice seminar series on adult learning theory. Areas covered include publicity, course planning, class scheduling, classroom setting, instructional techniques, retention, objectives, learning activities, and physical and emotional factors. An outline for a class in health education for senior adults is included, as well as a sample interest survey. (AH)

ED 101 766 JC 750 119

Badley, Tommy D.

Decision-Making Behavioral Change in Students Connected With Their Participation in a First Theoretical Management Course.

Pub Date Jan 75

Note—48p.; Practicum presented to Nova University in partial fulfillment of the requirements for the Doctor of Education degree

EDRS Price MF-\$0.76 HC-\$1.95 PLUS

POSTAGE

Descriptors—*Behavior Change, Cognitive Measurement, *Decision Making Skills, Educational Accountability, Effective Teaching, *Junior Colleges, *Management Education, *Measurement Techniques

The educational discipline of Management is an inexact science. Because of the difficulty in measuring the effects of the academic study of Management on decision-making and related behaviors, a commercial instrument, the "How Supervise?" questionnaire, was tested as a possible means of measuring "before and after treatment" behaviors. The instrument, nominally a knowledge sampler, was used more as an attitude, perception, and potential behavior sampler. The subjects used in this study were the entire population of credit and non-credit students regularly enrolled in either of the two most basic Management Development courses offered at Manatee Junior College. Five groups of basic Management students were sampled; the total number of subjects was 65. Two equivalent forms of the instrument were administered on the first and last day of class. National percentile scores were grouped and histogramically displayed; the composite results indicate that significant improvement in decision-making behaviors did occur in the individual groups as well as in the composite population. It is recommended that this type of measurement be pursued on a broader base to determine more about the effects of classroom environment, the student profile, and individual professors on positive change in student attitudes and behaviors. (Author/AH)

ED 101 767 JC 750 120

Terrey, John N.

A Proposed Policy on Tuition in Community Colleges. Staff Paper.

Washington State Board for Community Coll. Education, Olympia.

Pub Date Dec 74

Note—52p.

EDRS Price MF-\$0.76 HC-\$3.32 PLUS

POSTAGE

Descriptors—Educational Benefits, Educational Economics, *Educational Finance, *Educational Opportunities, Higher Education, *Junior Colleges, *Student Costs, *Tuition

Identifiers—*Washington

Following a short review of the literature and a thorough discussion of the pros and cons of community college tuition, an analysis of educational costs and benefits is made. In Washington, the total cost of community college attendance, including foregone income, is approximately \$4,707 per year per student. Of this figure, the student and/or his family bears the responsibility for \$3,662 (77.8 percent). Even if there were no tuition and fee charges, these students would still have to pay a large percentage of the educational cost. This situation represents an economic barrier to educational opportunity, which benefits society. Higher education is a social necessity, not a luxury, and should be treated as such in

policy and by funding. As a result of this study, three recommendations are made: (1) That public institutions of higher education be supported at a level which makes access possible without tuition levels which economically would deny opportunity to some individuals; (2) That tuition not be increased until such time as the individual contribution drops below the range of two-thirds to three-fourths of the economic costs of attendance; and (3) The tuition charges be graduated within the public sector to reflect the growth in benefits resulting from additional education. (DC)

ED 101 768 JC 750 121

Kapraun, E. Daniel

Community Services in the Community College: A Bibliography.

Virginia Univ., Charlottesville. Center for Higher Education.

Pub Date Oct 73

Note—26p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS

POSTAGE

Descriptors—*Adult Education, *Bibliographies, *Community Service Programs, *Community Services, Continuous Learning, *Junior Colleges, Program Administration, Program Descriptions, Program Development, Student Needs

This bibliography was compiled in response to a growing need for the systematic study and implementation of the community service function of the community college. It is designed to provide coverage of both the theoretical and practical aspects of the subject. Most of the items were gathered from a review of the recent literature listed in "Current Index to Journals in Education," "Reader's Guide to Periodical Literature," and "Research in Education." Over 250 publications are incorporated into the eight major classifications. These classifications are: (1) Background Literature (Social Foundations; Basic References; Bibliographies, Working Papers, Newsletters; Workshops, Conferences, Special Programs); (2) Definition and Scope; (3) Organization and Administration; (4) Coordination; (5) Research Endeavors; (6) New Models of Community Service; (7) Exemplary Community Service Programs; and (8) Issues for the 1970's. (Author/DC)

ED 101 769 JC 750 122

Jorgensen, Vern F.

Aspects of Existing Sabbatical Leave Policy Within California Community Colleges.

Pub Date May 74

Note—26p.; Practicum presented to Nova University in partial fulfillment of the requirements for the Doctor of Education degree

EDRS Price MF-\$0.76 HC-\$1.95 PLUS

POSTAGE

Descriptors—*College Faculty, Fringe Benefits, *Junior Colleges, Personnel Policy, *Sabbatical Leaves, Teacher Improvement, *Teaching Benefits, *Teaching Conditions

Identifiers—*California, Southwestern Community College

This study was conducted to determine some aspects of the Sabbatical Leave Policy at a random sample of 23 California community colleges in order to compare the results to the policy at Southwestern Community College (SCC). Following a brief survey of research literature and a review of the sabbatical leave provisions of the California Education Code, findings are reported in tabular and narrative form. Results indicate that most institutions allow sabbatical leaves to 4 or 5% of their full-time faculty each year. Faculty are compensated at half pay for two semesters or full pay for one semester at 39% of the colleges; 22% grant 75-80% of full pay for a one semester leave and 60-75% for a two semester leave. All colleges surveyed indicated a minimum of six years of service before an instructor is eligible for a sabbatical; 59 percent indicated a minimum of seven years. Advanced study, travel, and/or research were identified by all respondents as legitimate purposes for granting sabbatical leaves; only two identified work experience as a legitimate purpose. 48 percent of the colleges have an established committee structure for sabbatical leave determination. Appendices include a copy of the present SCC sabbatical leave policy, a rough draft of Academic Senate's Proposed Resolution on Sabbatical Leave, and a copy of the survey instrument. (DC)

ED 101 770 JC 750 123

Ellis, Harry Payez, Joseph F.

A Non-Traditional Method for Teaching Mathematics to Occupational/Technical Students.

Pub Date Nov 74

Note—7p.; Paper presented at the Fall Maryland, D. C., Virginia Sectional Meeting of the Mathematical Association of America (Rockville, Maryland, November 1974)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS

POSTAGE

Descriptors—Audiovisual Instruction, College Mathematics, *Individualized Instruction, Instructional Innovation, *Junior Colleges, Learning Motivation, *Mathematics Instruction, Programmed Instruction, Relevance (Education), *Technical Education, Technical Mathematics, *Trade and Industrial Education, Vocational Education

Identifiers—*Paul D. Camp Community College, Virginia

An alternative to the traditional lecture method for teaching mathematics to occupational/technical students has been developed at Paul D. Camp Community College in Virginia. Fundamental to the new system is the need for the student to see the relevance of his studies to his occupational goals, as seemingly irrelevant material presents a motivational problem. An effort was made to structure mathematics courses to fit specific student needs within each occupational program. Mathematical skills were broken into groups, and the skills essential to each program were determined. Common blocks of mathematics instruction in fractions, decimals, etc., were supplemented by problems tailored to and written in the individual occupational jargon. Students studied the blocks at their own pace, and tests were administered at the end of each block. Some students complete their math requirement in one quarter; others may take four or five quarters. A mathematics laboratory with a math instructor and an audiotutorial system for the basic arithmetic program are included in the program. Although there is no statistical data with which to evaluate the program at this time, preliminary reports with respect to learning and dropout rates are favorable. (AH)

ED 101 771 JC 750 124

Vernon, Christie

An Analysis of Faculty and Student Attitudes Toward the Thomas Nelson Community College Library.

Pub Date Jul 73

Note—71p.; Practicum presented to Nova University in partial fulfillment of the requirements for the Doctor of Education degree

EDRS Price MF-\$0.76 HC-\$3.32 PLUS

POSTAGE

Descriptors—Facility Utilization Research, Information Needs, *Junior College Libraries, *Junior Colleges, Library Instruction, *Research Needs, Student Attitudes, Student Needs, *Teacher Attitudes

Identifiers—*Thomas Nelson Community College

In 1972-73, the staff of the Thomas Nelson Community College Library conducted a self-study as a part of the process of sustaining accreditation by the Southern Association of Colleges and Schools. Questionnaires were administered to 61 (77%) of the full-time faculty members and to 195 (13%) of the 1,504 FTE day and evening students to determine their library-utilization habits and their attitudes toward the library. The most important finding was that students who received orientation in the use of the library tended to use the library more often and to hold better attitudes toward the library than those who had not received orientation; this led to the recommendation that instruction in the use of the library become a part of every possible course. Faculty members who use the library frequently are more often aware of its shortcomings than those who do not use it frequently. Students who use the library most often tend to be full-time freshmen. In general, faculty and students alike indicated positive attitudes toward library service, facilities, and holdings. Faculty members requested more depth and variety in the collection; they must recognize their responsibility to recommend appropriate materials for purchase. (DC)

ED 101 772 JC 750 125

Kray, Eugene J.

The Structure and Financing of a Program to Assess Experiential Learning.

Pub Date Dec 74

Note—65p.; Practicum presented to Nova University in partial fulfillment of the requirements for the Doctor of Education degree

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—Activity Units, Adult Education, *College Credits, *Educational Finance, *External Degree Programs, Higher Education, *Junior Colleges, Learning Experience, Performance Contracts, *Program Administration, Program Costs, Student Experience, Work Experience

Identifiers—*Delaware County Community College

In its efforts to develop an external degree program designed primarily for full-time working adults, Delaware County Community College conducted a study to determine methods of developing policies, regulations, and procedures to assess experiential learning, and to find out what office of the College should administer this program and how it should be financed. 150 questionnaires were distributed to institutional representatives of the Cooperative Assessment of Experiential Learning (CAEL), Princeton, N. J., asking for information on structure, current practices, and finance. It was concluded that the practice of awarding experiential learning credit is most often housed in the office of the Dean of Instruction with the faculty making most of the evaluating decisions based on documentation, interviews, letters of testimony, job descriptions, and examinations. The criteria against which to measure a person's experiential learning were competencies, courses, and general background of individuals in a wide range of curricula. The maximum credits that could be awarded showed no specific pattern and ranged from three to no limit. Most institutions received neither state nor local funds for this process and 46 percent charged no fees to students. Of those institutions charging fees, most felt that they were equitable. (Author/DC)

ED 101 773 JC 750 126
North Country Community College Institutional Self-Study.
North Country Community Coll., Saranac Lake, N.Y.

Pub Date 74

Note—120p.; Prepared for the Commission on Higher Education, Middle States Association of Colleges and Secondary Schools

EDRS Price MF-\$0.76 HC-\$5.70 PLUS POSTAGE

Descriptors—*Administrative Organization, College Curriculum, *College Teachers, Community Service Programs, Extension Education, Governance, *Institutional Research, *Junior Colleges, *Junior College Students, Program Evaluation

Identifiers—*North Country Community College

Following a short review of the history and objectives of North Country Community College, a detailed analysis of the college is presented in seven chapters. "Administrative Organization and Governance" describes the Board of Trustees, committees, Student Government, the Faculty Association, the Administration, and supporting services. A system of "consultative governance" is being developed. "The Student" presents a student profile, and describes financial aid, counseling, health services, career and transfer assistance, policies affecting the student, student life, athletics, the Office of the Registrar, and the Alumni Association. "The Faculty" describes faculty recruitment, evaluation, development, employment conditions, and academic freedom. "Teaching" analyzes faculty and student attitudes, academic standards, and graduate success. "The Academic Program" describes the Curriculum Committee, curriculum development and review procedures, the role of the Academic Dean, and ways special student needs are being met. "Extension Services" describes Continuing Education and Community Service Programs, the roles of the Associate Dean and the Extension Center Director, and the two extension centers. Finally, "Institutional Resources" reviews budgets, facilities, libraries, and supporting services. (DC)

ED 101 774 48 JC 750 127
Future Think Program, San Jose City College, Spring Semester, 1974: Final Report of Evaluation.

DCM Associates, San Francisco, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.; San Jose City Coll., Calif.

Pub Date Aug 74

Grant—OEG-0-74-0489

Note—40p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—*Futures (of Society), Humanism, Humanistic Education, *Junior Colleges, *Participant Satisfaction, Program Content, *Program Evaluation, Social Values, Sociology, *World Affairs, World Problems

Identifiers—U N Universal Declaration of Human Rights

San Jose City College's Future Think Program consists of the following courses: Language, Culture, and Change; Third World Since 1945; Marriage and Family; Ecology and Man; Science Fiction; Introduction to Literature: Science Fiction; Introduction to Sociology; and Sociology/Fiction of the Future. An evaluation by an independent consulting firm was based on student responses to a comprehensive course and program evaluation instrument and on classroom observations. The 367 students completing the survey gave a favorable assessment of the program, courses, and instructors. They believed futuristics to be an important curriculum topic, felt their study had favorably affected their own thinking and planning for the future, and felt more responsible for the future of society. In-class observations showed that instructors were creative in melding instructional strategies to the requirements of the topic. To determine the integration of program materials with the general field of futuristics and global perspectives, students were asked to list which of the Articles of the U. N. Declaration of Human Rights were related to their courses and which were not. Their responses tended to concur with the stated objectives of the course, but the students were only moderately optimistic about the chances for achievement of goals in world affairs. (MJK)

ED 101 775 JC 750 128
McNutt, Dorothy E.

A Comparison of Academic Achievement Between Cooperative Education Students and Non-Cooperative Education Students at College of the Mainland.

Pub Date Dec 74

Note—22p.; Practicum presented to Nova University in partial fulfillment of the requirements for the Doctor of Education degree

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Academic Achievement, *Business Education, *Cooperative Education, Grade Point Average, *Junior Colleges, *Literature Reviews, Student Motivation, Work Experience Programs, Work Study Programs

Identifiers—*College of the Mainland

College of the Mainland (COM) has supported a cooperative education program for business majors since 1969. This program is a one-, two-, or three-semester plan that offers a student work in the community during his studies at COM. Each of the three co-op courses offers four hours credit for exploratory, career preparatory, or career retraining or enrichment objectives. The program is intended to complement and broaden the goals of formal academic and vocational preparation and to give the student an understanding of the interrelatedness of college study and daily life experiences. Each COM cooperative education student participates in the design of his own individual goals and objectives and in the design of his own achievement strategy. This document describes the cooperative education program at COM, reviews research pertaining to cooperative education in general, and describes a study comparing COM co-op and non-co-op students' mean GPAs in two courses. The mean GPA in Business Communications 231 and Business Psychology 231 for business majors completing at least one co-op course prior to or concurrent with enrollment in these courses was significantly higher than the mean GPA in the same courses for business majors who never took a co-op course. (DC)

ED 101 776 JC 750 129
Self-Study Report, 1974, for the North Central Association of Colleges and Secondary Schools.

Johnson County Community Coll., Overland Park, Kans.

Pub Date Apr 74

Note—122p.

EDRS Price MF-\$0.76 HC-\$5.70 PLUS POSTAGE

Descriptors—Adult Education, *College Planning, Credit Courses, Facility Planning, *Governance, Institutional Research, *Junior Colleges, Noncredit Courses, *Self Evaluation, Student Opinion, *Student Personnel Services

Identifiers—*Johnson County Community College, Kansas

This self-study is divided into five areas: Governance, Organization and Management; Students; Programs; Resources; and Planning for Future Development. Each section is followed by a critical analysis dealing with the strengths of the college as well as certain matters of concern. The board is deeply involved with keeping the curriculum and services responsive to the needs and demands of the community and the student body; most of the critical analysis deals in some way with this problem. The self-study incorporates the findings and conclusions of 47 institutional research studies, program evaluations, and descriptive reports prepared by the college. (MJK)

ED 101 777 JC 750 130
Report for Public Community Colleges, 1972-73.

Florida State Dept. of Education, Tallahassee. Div. of Community Junior Colleges.

Note—89p.

EDRS Price MF-\$0.76 HC-\$4.43 PLUS POSTAGE

Descriptors—Articulation (Program), *Educational Finance, Educational History, *Educational Objectives, Financial Support, *Junior Colleges, State Aid, *State School District Relationship, *State Surveys, Statistical Data, Vocational Education

Identifiers—*Florida

This report provides an overview of the Florida community college system through a narrative description of its history, organization, goals, and philosophy, and a statistical description of enrollments, personnel, academic programs, physical facilities, and finances. Roles and relationships of local and state agencies and advisory councils, state funding formulae, development of the articulation system, and district-level vocational educational responsibilities are also outlined. The Florida community college system is notable for its unusual balance of local control with state coordination and support. This document is intended to provide answers to those questions most frequently asked by the legislature, public agencies, and citizens. (AH)

ED 101 778 JC 750 131
Gold, Ben K.

Follow-up Study of Educational Aides Graduates 1971-1974. Research Study No. 75-4.

Los Angeles City Coll., Calif.

Pub Date Feb 75

Note—12p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Followup Studies, *Junior Colleges, Off Campus Facilities, Participant Satisfaction, *Program Effectiveness, *Student Characteristics, Student Opinion, *Teacher Aides

Identifiers—*Los Angeles City College, Los Angeles Unified School District

This study summarizes responses to a questionnaire sent to graduates of the Educational Aide program, an off-campus program conducted by Los Angeles City College (LACC). The Educational Aide program was designed to upgrade skills and knowledge for individuals employed to assist teachers in the classroom, on the playground, and in several administrative offices of the Los Angeles Unified School District. Questionnaires were returned by 81 graduates, 33 percent of the total of 246 mailed. Over 90 percent of the respondents were women, over 90 percent were married or had been married, over half were over 40 years of age, nearly 80 percent were black, and two-thirds had transferred to a four-year college, with the remaining third currently employed as Education Aide K-12. Graduates were highly complimentary of their LACC experience. Nearly 90 percent of those responding indicated that their LACC courses prepared them for upper division work and that their A.A. degree work increased their skills as a teacher aide. The respondents also indicated that the opportunities provided for off-campus learning were important. Two-thirds indicated they would not have attended LACC had the classes not been provided off-campus, and over half claimed they

would not have furthered their education.
(Author/AH)

ED 101 779 JC 750 132

Rowell, James R., Jr.
Needs Assessment Studies for Education.
Florida Univ., Gainesville. Center for Community
Needs Assessment.
Pub Date Jan 75
Note—42p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Bibliographies, *Curriculum Evaluation, Educational Facilities, *Educational Needs, *Educational Objectives, Educational Planning, *Educational Research, Educational Trends, Followup Studies, Institutional Research, *Literature Reviews, Manpower Needs, Resource Allocations, Student Characteristics, Student Needs

This literature review was designed to provide the reader with a comprehensive overview and a better understanding of the focus of recent educational needs assessment studies at all levels of education. Few needs assessment studies are similar in terms of the subject matter assessed or the techniques of data gathering. For the purposes of this paper, the multitude of needs assessment studies are grouped into five categories: (1) goals setting and long-range planning; (2) student characteristics and follow-up studies; (3) occupational needs assessment; (4) facilities design and educational innovation; and (5) curriculum evaluation and resource allocation. Conclusions indicate that much of the assessment of educational programs has been based on qualitative rather than quantitative instruments of evaluation. Evaluation is often a means of placating a funding agency rather than a vital instrument of policy determination and curriculum planning. However, community needs assessment is an inevitable process that will become an integral part in educational planning—indeed, in all areas of socioeconomic planning. An extensive bibliography is appended. (Author/DC)

ED 101 780 JC 750 133

Collins, Charles C. Case, Chester H.
The On-Site, Programmatic Approach to Staff Development.
Pub Date Sep 74

Note—19p.; Paper presented at the Conference on Graduate Education and the Community Colleges (Warrenton, Virginia, November 11-12, 1974)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Administrator Responsibility, *Administrator Role, College Teachers, Foundation Programs, Inservice Programs, *Inservice Teacher Education, *Junior Colleges, Professional Education, Program Administration, *Program Development, Staff Improvement, *Staff Orientation, Teacher Administrator Relationship, Teaching Skills
Identifiers—*Los Medanos College, Professional Development Facilitator

At present, community college in-service professional development programs are not top quality. Little, if any, budgetary support is allocated for them, and responsibility for planning and carrying them out is allocated to no one in particular. The few on-site in-service professional development programs now in operation exhibit common elements and usually employ one of five organizational options. Under a three-year grant from the W. K. Kellogg Foundation, Los Medanos College has developed a model for the induction and professional development of community college staff members. It is designed to serve five clientele: new and inexperienced faculty, experienced faculty, classified staff, adjunct faculty, and administrators. The Professional Development Facilitator (PDF) is the most active agent in planning, implementing, and evaluating staff development activities. The PDF holds a staff, not line, position and reports directly to the President while serving in a resource relationship to the entire college staff. Graduate schools must develop better pre-service programs, programs for experienced community college faculty and administrators, and special programs for the preparation of future facilitators of staff development for the college campuses. (DC)

ED 101 781 JC 750 135

Maxwell, James
A Study of the Results of the Implementation of a Non-Punitive Grading Practice at Mattatuck Community College.
Pub Date Oct 74

Note—24p.; Practicum presented to Nova University in partial fulfillment of the requirements for the Doctor of Education degree

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Academic Achievement, Credit No Credit Grading, Dropout Rate, *Enrollment Influences, Grade Point Average, *Grading, *Junior Colleges, School Holding Power, *Student Evaluation

Identifiers—Course Withdrawal, *Mattatuck Community College

Mattatuck Community College implemented non-punitive grading practices into its grading system in the Fall 1973 semester. These practices centered about the elimination of plus and minus grades, elimination of the grade of F, and liberalizing the course withdrawal policy to allow for withdrawal without penalty throughout the semester. A comparison was made of a sample of fifty students who attended under the older traditional grading practices and a sample of fifty students who attended under the new non-punitive practices. The hypothesis of the study dealt with the grade point averages, persistence in college rate, and proportion of penalty and withdrawal grades to non-penalty grades. Findings indicate that the changes in grading practices had no significant effect on grade point averages or the proportion of penalty and withdrawal grades to non-penalty grades. A significant difference was found in the persistence in college rate of the two samples, the non-punitive grading system adversely affecting student registration for the second term. A threat to the internal validity of the study based on historical circumstances (end of Viet Nam war, end of draft, and state of the economy), is noted as a possible influence on this finding. (Author/AH)

ED 101 782 JC 750 136

Lidstrom, Kermit
A Descriptive Study of the Tuition Reimbursement Policies of Ten Major Corporations in Cuyahoga County, Ohio.
Pub Date Dec 74

Note—28p.; Practicum presented to Nova University in partial fulfillment of the requirements for the Doctor of Education degree

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—*Educational Finance, Employees, *Junior Colleges, Models, Part Time Students, School Industry Relationship, *Student Costs, *Training Allowances, *Tuition, Tuition Grants
Identifiers—*Corporate Tuition Reimbursement, Cuyahoga County, Ohio

This study was conducted to learn about the impact and extent of Corporate Tuition Reimbursement (CTR) in Cuyahoga County, Ohio. Tuition is a factor in Ohio because tuition is charged in the community colleges. Literature on the trends in income sources in higher education and the shift to older part-time students are reviewed. Ten CTR policies of major employers in the Cuyahoga County district were analyzed. Nine of the 10 companies had CTR plans which reimbursed employees 50 percent-100 percent of their tuition fees. Three of the companies reimbursed registration fees and laboratory fees as well. Requirements for length of service, supervisor approval, type of courses taken, and maximum course load are noted. The potential student market these companies' employees represent and possible avenues of further investigation into the field of CTR and its possible influence on the future of Cuyahoga Community College are discussed. A model CTR plan including philosophy, rationale, eligibility requirements, reimbursement rates, limitations, and procedures is provided for corporations interested in initiating their own CTR plans. (AH)

ED 101 783 JC 750 137

Gold, Ben K.
Follow-up Study of Dental Hygiene Graduates, 1971-74. Research Study No. 75-5.
Los Angeles City Coll., Calif.
Pub Date Feb 75
Note—19p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Dental Hygienists, Followup Studies, *Graduate Surveys, *Health Occupations, Job Analysis, Job Skills, *Junior Colleges, *Vocational Followup

Identifiers—California, *Los Angeles City College
Forty-seven (51.1 percent) of the 92 graduates of the Dental Hygiene program completed a questionnaire designed to provide feed-back information concerning activities of program graduates. Results indicated that: (1) Practically all graduates were employed as Dental Hygienists, with most sharing their time among two or more offices; (2) Daily salary averaged \$75 to \$90 depending upon length of employment and types of services rendered; (3) About half the graduates received a variety of fringe benefits, the most common being dental services; (4) Number of patients seen per day ranged from four to twenty, averaging about ten; (5) Most graduates participated in continuing education courses following their graduation, but many of these courses were brief one-day or conference type endeavors; (6) Most were employed only in general dental hygiene work—about 10 percent also worked in periodontic and pedodontic areas, with one each working in orthodontic, geriatric, and oral surgery clinic areas; (7) Over 90 percent performed the tasks of scaling-root planing, polishing, and plaque control—over 80 percent sharpened instruments, made bite-wing radiographs, or performed ultra-sonic scaling; (8) Most felt competent in the three tasks performed by over 90 percent of them—they felt least competent in certain types of X-ray work and curettage. (DC)

ED 101 784 JC 750 138

Dumont, Richard G.
Survey of Institutional Goals: Summary Report.
State Univ. of New York, Alfred. Agricultural and Technical Coll.

Pub Date Feb 75
Note—37p.; Figure 1 (following Table 1b) is copyrighted and therefore not available. For a related document, see JC 750 139

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Administrator Attitudes, Agricultural Colleges, *College Role, College Teachers, *Educational Objectives, Institutional Research, *Junior Colleges, *Role Perception, *Teacher Attitudes, Technical Institutes, Values

Identifiers—Alfred, IGI, Institutional Goals Inventory, SUNY Agricultural and Technical College
As a step toward the development of their 1976 Campus Master Plan, Alfred State College surveyed its academic and non-academic faculty to determine their perceptions of institutional goals and goal priorities. In December 1974, the Institutional Goals Inventory (IGI) was sent to 335 faculty members; 208 (62 percent) responded. College Council members and the President were also surveyed. The IGI lists 90 statements of possible institutional goals and requests two responses to each statement—an "Is" response and a "Should Be" response. Both Outcome Goals and Process Goals, select factors which may influence the realization of the Outcome Goals, are considered. The faculty perceived only two Outcome Goals (Vocational Preparation and Academic Development) and one Process Goal (Accountability/Efficiency) as being currently afforded slightly greater than medium importance. All other goal areas were perceived as being currently afforded only medium or less than medium importance. Each "Should Be" score was higher than its corresponding "Is" score; however, the "Is" and "Should Be" profiles were generally similar, suggesting perceived and desired priority structures which do not differ radically. On the basis of survey results, a goal priority structure is recommended. (DC)

ED 101 785 JC 750 139

Dumont, Richard G.
Faculty Perceptions of Institutional Characteristics as Revealed through the "Institutional Functioning Inventory."

State Univ. of New York, Alfred. Agricultural and Technical Coll.
Pub Date Oct 74
Note—127p.; For a related document, see JC 750 138

EDRS Price MF-\$0.76 HC-\$6.97 PLUS POSTAGE

Descriptors—*Administrator Attitudes, Agricultural Colleges, *College Role, *Educational Objectives, Institutional Research, *Junior Colleges, Role Perception, *Teacher Attitudes, Technical Institutes, Values
 Identifiers—IFI, Institutional Functioning Inventory, *SUNY Agricultural and Technical College, Alfred

In May 1974, the Institutional Functioning Inventory (IFI), which measures individual and collective perceptions or orientations of respondents concerning institutional functions generally agreed to be important in the context of higher education in contemporary American society, was administered to a "stratified-volunteer-quota" sample of the staff of Alfred State College. The sample consisted of 15 from the administration, 14 from the Division of Student Affairs, and 65 from the six academic divisions. Compared with the IFI normative group, the academic faculty in the Alfred State College sample scored their institution higher on the Democratic Governance, Concern for Innovation, Meeting Local Needs, and Institutional Esprit scales; slightly lower on the Undergraduate Learning, Self-Study and Planning, Human Diversity, and Freedom scales; and notably lower on the Intellectual-Aesthetic Extracurriculum, Concern for Improvement of Society, and Concern for Advancing Knowledge scales. Despite some noteworthy differences, interinstitutional comparison showed the profiles for administration, student affairs, and academic faculty to be similar. The profiles for each of the six academic divisions were also similar. Some differences within the academic faculty were noted based on age, years of service, and rank. (DC)

ED 101 786

JC 750 140

Tatham, Elaine L. Finch, Harold L.

A Computer Model for Demographic Projections in Educational Planning.

Johnson County Community Coll., Overland Park, Kans. Inst. for Community/Coll. Development.

Pub Date Nov 74

Note—47p.; Paper presented at the Conference on Population Projections and Related Futures (Toronto, Ontario, November 1974)

EDRS Price MF-\$0.76 HC-\$1.95 PLUS

POSTAGE

Descriptors—*Community Planning, *Computer Oriented Programs, Educational Finance, *Enrollment Projections, *Enrollment Trends, Junior Colleges, Longitudinal Studies, Population Distribution, Population Trends, *Post Secondary Education, School Demography
 Identifiers—*Demographic Planning Model, Johnson County Community College, Kansas

The impact of decreasing enrollments is being felt by many postsecondary institutions. Some institutions have been forced to close as a result of their failure to recognize the problem and their consequent entrapment in a vicious spiral: decreasing enrollments bring about reduced revenues; declining income results in personnel and program cutbacks; economy measures cause the institution to be less attractive to students, which in turn results in additional enrollment reductions. Effective methods of enrollment analysis and planning must be developed if an institution is to avoid entrapment in the downward spiral. A case study of Johnson County Community College's computerized planning model describes a method of projecting realistic future enrollments. Output from the demographic model consists of population projections of males and females by age group for each geographic area in the county; a county forecast for all areas may have as many as 200,000 individual projections. The demographic planning model is described in detail, and alternative uses in community planning are noted. Selected applications of the system are suggested in the text. A hypothetical county is created, and a complete demographic analysis of future population and enrollment trends is provided as a means of demonstrating the system. (AH)

ED 101 787

JC 750 141

Mahon, Jack

Follow-up Study of Bucks County [Pennsylvania] Community College Graduates, 1972.

Bucks County Community Coll., Newtown, Pa. Office of Institutional Research.

Pub Date Dec 74

Note—27p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS

POSTAGE

Descriptors—College Graduates, Employee Attitudes, *Followup Studies, *Graduate Surveys, *Junior Colleges, Junior College Students, *Participant Satisfaction, *Student Characteristics, Student Employment, Student Opinion, Transfer Students, Vocational Followup

Identifiers—*Bucks County Community College, Pennsylvania

A questionnaire concerning educational and employment activities of the 1972 graduates of Bucks County Community College (BCCC) was mailed to all 645 Associate of Arts degree recipients. Responses were elicited from 436 (68 percent). Graduates' evaluations of their BCCC experience were also solicited. Sixty-nine percent entered BCCC directly from high school; 78 percent held some form of part-time employment while at BCCC, and 56 percent worked at least 16 hours a week. Twenty-three percent changed their major at least once. In spite of the large percentage of working students and the fact that almost a quarter of the class switched majors, 62 percent were still able to graduate in four semesters or less, excluding summer sessions. Upon graduation, 41 percent transferred directly to another educational institution as full-time students, and 35 percent full-time employment. The remaining graduates divided themselves among various combinations of employment, student, military, and housewife duties. The vast majority had no problems in finding employment or transferring to another school. Most employed graduates were fairly well satisfied with their current positions. Ninety-nine percent of BCCC graduates expressed an interest in continuing their education. (AH)

ED 101 788

JC 750 142

Mahon, Jack

Follow-up Study of Stop-Ins & Stop-Outs, 1965-1973.

Bucks County Community Coll., Newtown, Pa. Office of Institutional Research.

Pub Date Dec 74

Note—31p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS

POSTAGE

Descriptors—Continuous Learning, *Dropout Characteristics, *Dropout Research, Educational Objectives, *Followup Studies, Institutional Research, Institutional Role, *Junior Colleges, Part Time Students, Student Attitudes, Student Characteristics, Student Employment, *Withdrawal
 Identifiers—*Bucks County Community College, Pennsylvania

This document reports a study of students who had enrolled at Bucks County Community College (BCCC) from September 1965 to August 1973, had completed less than 12 credits, had grade point averages sufficient for re-enrollment, and yet did not return. Of the 8,605 students in this category, 20 percent were sampled; 30 percent (509) of those sampled responded. When possible, data were compared to that obtained from a previous study of BCCC graduates (see ED 082 750). Only 17 percent of the nongraduates entered BCCC directly from high school, compared to 68 percent of the graduates. Forty-nine percent attended for personal enrichment or to upgrade career skills. Fifty-nine percent worked over 30 hours per week while attending BCCC, compared to 11 percent of graduates. Seventy-seven percent were enrolled part-time; 58 percent were enrolled for only one semester. Reasons for withdrawal were completion of objectives (22 percent), employment (11 percent), and lack of time or interest (19 percent). Immediately after leaving BCCC, 52 percent were employed full-time, compared to 29 percent of graduates; 21 percent were full-time students, compared to 51 percent of graduates; and 12 percent were housewives. Twenty-six percent expect to return to BCCC and 26 percent expect to enroll at another institution of higher education. Most indicated that they would recommend their program to a student seeking to enroll at BCCC. Questionnaire and covering letters are appended. (DC)

ED 101 789

JC 750 143

Daly, Bob

An Analysis of Increasing Grade Point Averages and the Effect of Work Experience Grades on Grade Point Averages at Santa Ana College.

Santa Ana Coll., Calif.

Note—18p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS

POSTAGE

Descriptors—*Grade Point Average, *Grades (Scholastic), *Grading, *Junior Colleges, *Work Experience, Work Experience Programs, Work Study Programs

Identifiers—*Santa Ana College

This study was undertaken to determine whether the grade point averages of students at Santa Ana College (SAC) have been increasing over time, and, with an increasing number of work-experience students, whether the work experience grade distribution has had any effect on the grade distribution of the entire college. Results indicate that SAC's overall student grade point average has been increasing during the past four years at an average annual rate of 3.2 percent through the spring term, 1974. The absolute increase since fall 1970 has been 8.9 percent. There has been an 18 percent average increase in "A's" given and a corresponding 18 percent average decrease in "C's" given during the past four years. The number of withdrawals has increased 13 percent on the average during this time period. The percentages of "B," "D," and "F" grades have remained fairly constant. This trend has skewed the college grade distribution to the left, away from the traditional "normal" distribution. Mean grade point average for all students has increased from 2.57 in fall 1970 to 2.80 in spring 1974. Work experience grades were found to have little effect on the rate of increase of the overall college grade point average. (Author/DC)

ED 101 790

JC 750 144

Arier, Margaret H.

Planning for Two-Year Institutional Reporting Systems Relating to Regional and Statewide Goals.

Pub Date Feb 75

Note—23p.; Paper presented at the Annual Meeting of the California Association for Institutional Research (San Francisco, California, February 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS

POSTAGE

Descriptors—*Adult Education, Data Collection, *Junior Colleges, *Management Information Systems, *Noncredit Courses, Records (Forms), Reports, Statewide Planning, Statistical Data, *Student Characteristics

Identifiers—*Ohio

This is a report of a state-wide committee established by the Vice-Chancellor for Two-Year Campuses to develop a system of definitions and reporting for Ohio's two-year colleges. Specifically, the committee's goals were: (1) to suggest a conceptually focused glossary of terms which could be used to assure uniformity and comparability of data; (2) to review program descriptions and classifications of titles; (3) to suggest data elements for reporting which would reflect an accurate, appropriate, and complete profile of programs in two-year institutions in Ohio; (4) to suggest interfacing of coding information into one system; and (5) to incorporate a plan for classifying, coding, and unduplicated reporting of noncredit programs/courses in continuing education. Committee activities, recommendations, and implications of these recommendations at the institutional level are presented and discussed. The committee focused especially on the concept of continuing education and various methods of reporting noncredit instruction. The recommended glossary of terms and five forms devised for institutional reporting of student characteristics are appended. (DC)

ED 101 791

95

JC 750 145

Stinchcomb, C. Larry

Decision Time—1973: Will Maine Broaden the Base of Higher Education through Community Colleges? A Report to the State of Maine Higher Education Facilities Commission.

Maine State Higher Education Facilities Commission, Augusta.

Spons Agency—Bureau of Higher Education (DHEW/OE), Washington, D.C. Div. of Academic Facilities.

Pub Date 73

Note—132p.

EDRS Price MF-\$0.76 HC-\$6.97 PLUS

POSTAGE

Descriptors—*Community Attitudes, Community Benefits, Community Characteristics, Community Study, Construction Needs, Educational

History, *Educational Needs, *Educational Planning, *Facility Planning, Facility Requirements, *Junior Colleges, Labor Conditions, Manpower Needs, Student Attitudes

Identifiers—*Maine

This study was commissioned to provide data related to program and facility needs of the community college proposed in the Lewiston-Auburn area. A brief history of the two-year college movement in general, and in Maine in particular, is followed by descriptions of three area surveys. The High School Survey of 2,246 junior and senior year students at seven local high schools found that 45 percent of the 1,486 students intending to continue education beyond high school would prefer to attend a low-cost local two-year college if one were available. Thirty-nine percent of the 662 students not intending to continue beyond high school indicated they would change their minds about continuing their schooling if a low-cost local community college were available. The Industrial Survey of 23 local businesses and industries found that approximately 10 percent of those presently employed needed their skills upgraded and that between 1972 and 1975 an additional 4,356 employees will be needed to fill anticipated vacancies and new positions. The Model Cities Survey found that higher wages and more jobs were the most important factors needed to improve area living conditions. Community suggestions and present area educational opportunities were recorded, and a report of existing and needed facilities, along with a report of potential building costs, is included. (DC)

ED 101 792 JC 750 146

Nicolet Vocational, Technical and Adult Education District Plan, 1976-80.

Nicolet Coll. and Technical Inst., Rhinelander, Wis.

Pub Date Jan 75

Note—148p.

EDRS Price MF-\$0.76 HC-\$6.97 PLUS

POSTAGE

Descriptors—Adult Education, Career Education, Economic Disadvantage, Educational Objectives, *Educational Planning, Facility Planning, *Junior Colleges, Manpower Needs, Program Planning, *Rural Areas, Rural Population, *Technical Institutes, *Vocational Education

Identifiers—*Wisconsin

Nicolet Vocational, Technical and Adult Education District encompasses a sparsely populated, economically and culturally disadvantaged three-county area in northern Wisconsin. The district is responsible for vocational-technical education at all levels and operates the Nicolet College and Technical Institute, the first comprehensive two-year college in Wisconsin and the only institution of higher education in the district. The institute is viewed in Wisconsin as a pilot project and is intended as a prototype for a comprehensive operation in other thinly populated areas. This document presents annual and long-range plan provisions, based on an analysis of manpower needs, job opportunities, availability of vocational education, and district population distribution. Priority program needs, potential areas of program implementation, and programs for the handicapped and disadvantaged are described and analyzed. Enrollment projections, present and projected construction projects, and teaching staff are also included. Appendixes include the history and mission of the institute. (BB)

ED 101 793 JC 750 147

Project Circle. Final Report.

System Development Corp., Santa Monica, Calif. Spons Agency—Saint Louis Junior Coll. District, Ferguson, Mo. Florissant Valley Community Coll.

Report No.—TM-5345

Pub Date Jun 74

Note—238p.

EDRS Price MF-\$0.76 HC-\$12.05 PLUS

POSTAGE

Descriptors—*Community Agencies (Public), Community Attitudes, *Community Characteristics, *Community Study, Consumer Education, *Educational Demand, *Information Needs, Junior Colleges, School Community Relationship, Statistical Data

Identifiers—*Missouri, St. Louis

This study was initiated by Florissant Valley Community College and conducted by Systems Development Corporation to determine the pri-

ority of educational/information needs of three target groups: women, blacks, and older Americans. Among the aims of the project was the identification of existing constraints on community access to sources of information and assistance, such as public agencies. Transportation problems for the target population of project CIRCLE were also investigated, since the college is not served by public transportation. Community desires were surveyed to determine possible course interest, site selection, class programming, and preferred instructional modes. A primary need for legal and consumer information was identified. Statistical presentation of data is broken into male and female populations, black and white populations, and by age groupings. Problems encountered during the course of the project, methodology, and data analysis are presented in detail. Tables and charts representing the data collected are included. (AH)

ED 101 794 JC 750 148

Report of Selected Data and Characteristics of Illinois Public Junior Colleges, 1970-1971.

Illinois Junior Coll. Board, Springfield.

Pub Date 71

Note—109p.; Tables 79 and 80 not available due to marginal reproducibility

EDRS Price MF-\$0.76 HC-\$5.70 PLUS

POSTAGE

Descriptors—*College Faculty, *Educational Finance, *Educational Programs, Enrollment Trends, Facility Inventory, Facility Utilization Research, Junior College Libraries, *Junior Colleges, Program Costs, Student Characteristics, *Student Enrollment, Tables (Data)

Identifiers—*Illinois

This document presents tables and figures relating to all aspects of the community college program on all 46 campuses in Illinois as of fall 1970. Officers and members of all local boards of trustees are listed. Enrollments are broken down into full-time and part-time; day and evening; freshman, sophomore, and unclassified; credit, credit equivalency, and nonapportionment; and "in-district" and "out-of-district" students. Rank in high school graduating class of entering freshmen and academic standing of transfer students are tabulated. Faculty are described in terms of full-time or part-time, classification, academic preparation, previous experience, and teaching load. Educational programs are characterized by the number of approved programs, headcounts, and credit hours taught in each of five broad program categories. Library resources are described by the number of volumes held, the percentage of holdings in each subject area, and the availability of library and other learning resources. Financial resources and expenditures are detailed, and site and facilities characteristics and utilizations are presented. Academic calendars for all campuses are summarized. (DC)

ED 101 795 JC 750 149

Darnes, G. Robert, Ed.

Proceedings: Annual Statewide Junior College Conference (6th, Peoria, Illinois, May 6-8, 1971).

Illinois Junior Coll. Board, Springfield.

Pub Date (71)

Note—93p.

EDRS Price MF-\$0.76 HC-\$4.43 PLUS

POSTAGE

Descriptors—College Administration, *Conference Reports, *Conferences, Continuous Learning, Educational Accountability, Educational Legislation, Facility Planning, Institutional Role, *Instructional Materials Centers, *Junior Colleges, *Statewide Planning, Student Characteristics

Identifiers—*Illinois

Speeches and minutes of meetings and seminars are presented. Subjects include: Learning resource centers, general administration, business affairs, instruction, student personnel services, vocational and technical education, continuing education, certification, faculty accountability through self-appraisal, experimental concepts in education, faculty organization, multiple-option curricula, student characteristics, building projects, junior college legislation, statewide planning, institutional roles, and the Health Education Commission. Conference participants are listed. (AH)

ED 101 796

JC 750 150

Anderson, Donald

Supervised Study: Personal Development for Mature Female Students.

Note—11p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS

POSTAGE

Descriptors—Adult Students, *Counseling Programs, *Course Descriptions, Course Objectives, Females, Higher Education, *Individual Development, *Junior Colleges, Role Conflict, Role Perception, Self Concept, Self Esteem, *Women's Education, Women's Studies

There has been rapid growth in the number of mature female students entering institutions of higher education. Increases in employment opportunities, decline in birth rate, and the impact of social reform and the feminist ideology all indicate a trend toward greater opportunities for women with increased female participation in higher education. As a student development specialist, the counselor must recognize the particular psychosocial needs of women and develop strategies to facilitate the personal growth and development of the female student. A broad base of research and discussions on the psychology and psychosocial needs of women has rapidly developed. Drawing on the research in this field, the counseling service at Virginia Western Community College has planned a course designed to define specific sources of psychological, sociological, and situational factors which may impede the growth and development of the mature female student. Student objectives, proposed teaching methods, and a sequence of topics for the course are detailed. Desirable group dynamics and the means for course evaluation are also described. A bibliography focusing on college women is included. (Author/AH)

ED 101 797

JC 750 151

Mariorano, S. V. And Others

CUPIR: Cooperative Utilization of Private Institutional Resources: A Multifaceted Thrust for the Private Junior Colleges.

American Association of Community and Junior Colleges, Washington, D.C.; Pennsylvania State Univ., University Park. Center for the Study of Higher Education.

Pub Date Oct 74

Note—70p.

EDRS Price MF-\$0.76 HC-\$3.32 PLUS

POSTAGE

Descriptors—Academic Education, College Admission, College Cooperation, College Teachers, *Consortia, Cooperative Planning, Cooperative Programs, *Interinstitutional Cooperation, *Junior Colleges, Library Cooperation, *Private Colleges, *Shared Services, Student Enrollment

In 1973, 180 independent two-year colleges with membership in the American Association of Community and Junior Colleges (AACJC) were surveyed to determine the extent of cooperative arrangements. Forty-five colleges (25 percent) reported 207 programs of interinstitutional cooperation. In a second survey of state directors of public two-year colleges, 321 institutions reported a total of 328 programs. Overall, cooperating private colleges average four programs per institution, while cooperating public colleges average 0.9 programs per institution. For both kinds of institutions, approximately 50 percent of all programs are academic. Library, faculty, and admissions and enrollment programs comprise other important areas for the independents. Training and admissions and enrollment programs are the other important areas for public institutions. Public college programs usually involve several institutions; independent college programs usually involve only two institutions. Both public and private colleges tend to cooperate with their two- or four-year counterparts. Cooperative programs are seen as a means of strengthening private two-year colleges without loss of autonomy, through sharing of resources in a time of fiscal uncertainty. (Author/DC)

ED 101 798

JC 750 152

Eyler, David R. And Others

Post-College Activities of Former Occupational Technical Students. Research Report No. 3.

Virginia State Dept. of Community Colleges, Richmond.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No—RR-3

Pub Date 74

Note—49p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—College Graduates, *Employment Experience, Followup Studies, Graduate Surveys, *Junior Colleges, Relevance (Education), Student Attitudes, *Student Characteristics, *Vocational Education, *Vocational Followup, Withdrawal

This report describes post-community college activities of former occupational/technical students at 13 Virginia community colleges. The colleges identified 11,623 former students as eligible, of whom 3,433 were graduates who had earned an associate degree, diploma, or certificate. An overall response rate of 61 percent was obtained, 73 percent for graduates and 56 percent for nongraduates. The data were summarized to permit comparison of respondent groups on the basis of sex, race, graduation status, degree earned, and curriculum. The factors relating to postcollege activities included employment status, relevance of curriculum to present job, initial and present salary, extent and reasons for continuing education, reasons for withdrawal before graduation, and intention to return to college. Greater percentages of graduates than nongraduates were employed full-time. Diploma graduates had higher rates of employment than either degree or certificate graduates. The curricular areas of public service and health showed a higher degree of job congruence than other areas. The median salary for initial jobs was \$5,419 and rose to \$7,158 for present jobs. Non-graduates received higher median initial and present salaries than graduates. (Author/MJK)

ED 101 799

JC 750 153

Cosby, Jon P.

The Developmental Program—Is It Working?

Pub Date May 74

Note—39p.; Practicum presented to Nova University in partial fulfillment of the requirements for the Doctor of Education degree

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Academic Achievement, Developmental Programs, Dropout Rate, *Individualized Instruction, *Junior Colleges, *Program Effectiveness, Program Evaluation, *Remedial Instruction, *Remedial Programs, Student Evaluation

Identifiers—Florida Junior College at Jacksonville

At the North Campus of Florida Junior College at Jacksonville, a Developmental Education Program has been initiated to serve the needs of students entering college with deficient skills. Individualized instruction, open-ended courses, counseling to improve student self-concept, performance objectives, and objective evaluations are ingredients central to the program. After a review of current practices in remedial education, the Developmental Program is discussed in terms of its establishment, philosophy, and objectives. This study attempts to document the program's impact on the students in terms of improved GPA, decreased rate of withdrawal, and increase in units passed per term. Students participating in the Developmental Program were matched by skill levels with others taking comparable regular classes. The developmental students, during fall term, passed more credit hours (7.9 compared to 5.6), had a higher overall GPA (2.30 compared to 1.20), and had a 4 percent dropout rate compared to 25 percent for the control group. Similar results were obtained in winter quarter, although discrepancies were not as large due to the higher attrition rate of control students during fall quarter. (AH)

ED 101 800

JC 750 154

Herndon, Charles Frederick

Comparative Perceptions of Students, Financial Aid Administrators, and Presidents Regarding the Required Competencies of Community College Financial Aid Administrators.

Pub Date 72

Note—117p.; Ph.D. Dissertation, Oregon State University

Available from—University Microfilms, P. O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 72-27,629; MF-\$4.00, Xerography-\$10.00)

Document Not Available from EDRS.

Descriptors—Administrator Attitudes, Administrator Characteristics, Administrator Qualifications, *Administrator Role, *Financial Services, *Junior Colleges, Professional Training, Pro-

gram Administration, Student Attitudes, Student Loan Programs, Student Personnel Services, *Task Analysis, Tuition Grants Identifiers—*Financial Aid Administrator

As a basis for the establishment of meaningful training programs for community college financial aid administrators, presidents, financial aid administrators, and student aid recipients at 45 California community colleges were surveyed in regard to the attributes and competencies deemed essential for this position. The survey instrument contained 121 professional competencies on a five-point scale; respondents scored the degree of importance of each competency to the job. Scores were compared for variance among three college sizes and the three respondent groups. Professional competence in management, human relations, and coordination of several varying programs were placed high in importance by all respondents. Students found counseling techniques more important than did presidents or administrators. Knowledge of finance laws and the ability to represent students with alumni groups and at board meetings were also rated high by students. Of those surveyed, financial aid administrators felt solicitation and acknowledgement of gifts, arbitration of student personnel problems, and other problem solving was more essential. The presidents tended to rate these public relations tasks lower than other respondents. (MJK)

ED 101 801

JC 750 155

Norris, Clarence W., Jr.

The Historically Black Two-Year College: A Forgotten Part of American Higher Education.

Pub Date Jan 75

Note—8p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—College Segregation, Educational Discrimination, *Educational History, *Junior Colleges, *Negro Colleges, *Negro Education, *Negro History, Negro Institutions

Historically black two-year colleges have existed in the United States since 1875, yet little is known about them because they have been largely ignored by educational researchers. Most black two-year schools were founded by religious bodies and were limited geographically to the South. Enrollment in black two-year colleges reached its zenith in 1950-51, when 7,173 students were enrolled in twenty-four schools. These institutions had erratic histories, closing and reorganizing often, sometimes changing from four-year to two-year schools as a part of the retrenchment process. The history of the black two-year colleges is revealed in this paper, as well as some hypotheses regarding the relative obscurity of these institutions as far as research is concerned. A list of more than one hundred historically black two-year colleges that have existed over the past century is included. (AH)

ED 101 802

JC 750 156

Orcutt, Jack

Federal Relations in Community and Junior Colleges: Preliminary Results of a Study. Resource Paper No. 3.

National Council for Resource Development, Washington, D.C.

Report No—RP-3

Pub Date Sep 74

Note—5p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Community Involvement, *Educational Finance, *Federal Aid, *Federal Programs, Federal State Relationship, Financial Support, Government Employees, *Junior Colleges, *Program Administration, Program Coordination, Student Loan Programs

This paper summarizes five case studies and identifies the common conditions that enabled these colleges to benefit from Federal resources. Twenty-five conditions common to all five colleges with respect to their handling of Federal programs are described. Additional factors present at the individual schools studied are also noted. Some of the major problems that must be dealt with when receiving Federal aid include: (1) lateness of Federal appropriations announcements which makes planning difficult; (2) grants made for a 12-month period, necessitating initiation, implementation, and completion of projects within the time period; (3) announcement of availability of funds is sometimes given on short

notice, leaving little time to submit proposals; (4) once a proposal is submitted, turn-around time until grant awards are finalized can be as long as six months; (5) many Federal agencies' staffs are not familiar with community colleges; (6) high turnover rate in Federal offices makes it difficult to establish on-going relationships with Federal program officers; and (7) difficulty in matching institutional practices with Federal fiscal and regulatory practices. The future role of Federal money in the colleges studied is speculated upon. (Author/AH)

ED 101 803

JC 750 157

Sharron, W. Harvey, Jr.

Funding Sources for Community Services: The State and Local Community. Resource Paper No. 2.

National Council for Resource Development, Washington, D.C.

Report No—RP-2

Pub Date Jul 74

Note—7p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Community Benefits, *Community Services, *Educational Finance, Federal Aid, Federal Programs, Federal State Relationship, Financial Support, Foundation Programs, *Junior Colleges, *Private Financial Support, School Community Relationship, *State Aid, State Federal Aid, State Programs, State School District Relationship

The community college is uniquely qualified by virtue of its comprehensiveness to serve as a recipient of many funds for programs and services which are relevant to its local needs. This report discusses the local situation, the state level, and the private sector as realistic avenues for funding. Basically, the most viable source for receiving funds from state and local sources is one of bilateral approach: the community college and a local agency or government cooperate in a common goal or activity. Resource sources on the local level include State and Local Fiscal Assistance Act of 1972 monies, city and county commissions, and regional planning agencies. State aid programs are also noted. The private sector, both on a state and local level, can be an excellent source of funds. In 1972, there were 245 community foundations with assets of over \$1 billion in the United States, with business and corporate foundations available in almost every community. Questions the community college should be prepared to answer when pursuing private funds for community service programs are noted. Areas for potential funding and the type of programs supported are listed. (Author/AH)

ED 101 804

JC 750 158

Sharron, W. Harvey, Jr. Gross, Edmund K.

External Funding for Community Colleges: An Annotated Bibliography.

National Council for Resource Development, Washington, D.C.

Pub Date Sep 74

Note—15p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Annotated Bibliographies, *Educational Finance, *Federal Aid, Financial Support, *Foundation Programs, Grants, *Junior Colleges, Private Financial Support, Resource Guides

This annotated bibliography assists professional educators in developing and exploring sources of external funding for their institutions. The newsletters, publications, and documents listed provide information regarding program eligibility, guidelines, and other information necessary for researching potential funding sources. The document is intended not only as a tool for planning and procuring financial assistance, but also as a guide in developing a resource library, since one of the major problems facing a person seeking external funding is locating appropriate sources. Materials listed focus on two sources of assistance to community colleges, federal categorical aid and foundations. In many cases, the price of the document and the address where it may be obtained are included. (Author/AH)

ED 101 805

JC 750 160

Giese, David L., Ed. Kurak, Alex, Ed.

The General College Legal Paraprofessional Program: An Evaluation.

Minnesota Univ., Minneapolis. General Coll.

Pub Date 75

Note—18p.

Journal Cit—General College Studies; v11 n2
1974-75

EDRS Price MF-\$0.76 HC-\$1.58 PLUS
POSTAGE

Descriptors—Administrative Organization, Admission Criteria, College Curriculum, *Law Instruction, *Law Schools, *Nonprofessional Personnel, Program Administration, *Program Content, Program Development, *Program Evaluation, Program Improvement

Identifiers—*Legal Assistants, Paralegal Education, Paraprofessional Education

In 1974 the General College Legal Paraprofessional Program was evaluated by a team of visitors representing the Special Committee on Legal Assistants of the American Bar Association (ABA). The first part of this document is the full text of the "Evaluation Report" submitted to the ABA House of Delegates by the visitation team. The second part is a "Self-Evaluation" prepared by the coordinator of the program prior to the team's April 1974 visit. The Legal Assistant Program is a two-year program operating within the four-year General College. The program has been in existence for approximately three years and has been part of the extension program for the past year. Current enrollment in the program is 55 students and classes are limited to 25 each; 26 students had been graduated from the program prior to the visitation. Information presented in the two parts of this document describe the following aspects of the program: (1) organization and administration, (2) curriculum, (3) faculty, (4) admission and student services, (5) library resources, and (6) the physical plant. The visitation team was generally impressed with the program and recommended formal approval. Their recommendations for future improvement of the program are listed. (DC)

ED 101 806 JC 750 161

Harrison, William G.
The Advisory Committee in the Community College: An Overview.

Pub Date Jan 75

Note—26p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS
POSTAGE

Descriptors—Administrator Role, *Advisory Committees, Community Cooperation, *Community Involvement, Community Leaders, *Curriculum Planning, *Junior Colleges, *School Community Relationship, Student Participation, Teacher Role

Advisory committees are important liaisons between colleges and their communities. If a college is truly interested in serving its community, it should utilize advisory committees to advise it on matters of curriculum planning. Following a detailed discussion of the various aspects of advisory committee selection and functioning, the author recommends the following: (1) that more boards and/or presidents be made aware of the positive effects of advisory committees; (2) student participation in the operation of advisory committees; (3) inservice training for administrators and faculty in the intricacies of initiating and operating advisory committees; (4) more recognition of advisory committee members; (5) the institution of General Advisory Committees as well as Occupational Advisory Committees; (6) automatic board approval of administrator or faculty-selected advisory committee nominees; (7) that advisory committees provide suggestions for the implementation of any recommendation for action they submit; (8) advisory committee self-evaluation and college-sponsored training in group procedures if the committee feels the need for it; (9) that advisory committees focus their attention on students as well as college and community; and (10) that advisory committees evaluate the product of the program as well as the program itself. (DC)

ED 101 807 JC 750 162

Fahrer, Robert F.

A Study of Some Pertinent Characteristics of Transfer Students from Washington State Community-Junior Colleges to Washington State University Who Were Above the Median Age for That Population.

Note—27p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS
POSTAGE

Descriptors—*College Students, Educational Objectives, *Enrollment Trends, Financial Support, Grade Point Average, Higher Education,

Junior Colleges, Junior College Students, *State Universities, *Student Characteristics, *Transfer Students

Identifiers—*Washington, Washington State University

Of 909 former Washington community-junior college students above the age of 22 enrolled at Washington State University (WSU) during the spring semester of 1972-73, 215 (23 percent) were randomly selected as the sample population for a study of the following: (1) basic student information; (2) previous institutions attended/hours transferred to WSU; (3) academic major and achievement; (4) place of residence; and (5) financial aid reciprocity. An evaluation of records held by the Registrar, Admissions Officer, and the Vice President for Student Affairs at WSU indicated that 81.4 percent of the sample were male; 21.4 percent were married; 60 percent transferred with less than 60 credit hours (average=51); an average of 1.4 institutions had been attended prior to arriving at WSU; only 15.3 percent sought degrees of careers which were not of a practical nature; the average GPA was 2.7 at the time of transfer and 2.5 after one semester at WSU; 23.8 percent of the unmarried students lived in campus residence halls and 4.6 percent lived in fraternities or sororities; and 23.3 percent received financial assistance. Because transfer students will provide a predictable source of student enrollment increase in these days of otherwise stable enrollments, universities should do more to provide for their needs. (DC)

ED 101 808 JC 750 163

Lidstrom, Kermit

An Investigation of the Number of Students Receiving Corporate Tuition Reimbursement in Eleven Sections of Introduction to Business 460-108 at Cuyahoga Community College, Metropolitan Campus.

Pub Date Mar 75

Note—26p.; Practicum presented to Nova University in partial fulfillment of the requirements for the Doctor of Education degree

EDRS Price MF-\$0.76 HC-\$1.95 PLUS
POSTAGE

Descriptors—*Business Education, Business Skills, *Educational Finance, Employer Employee Relationship, Job Skills, *Junior Colleges, Off the Job Training, *School Industry Relationship, Student Costs, *Tuition Grants

During the winter quarter of 1975, the Metropolitan Campus of Cuyahoga Community College offered 11 sections of Business 460-108, the prerequisite course for all other courses in the business curriculum. Of these 11 sections, 6 were day sections, 4 were evening sections, and 1 was a Saturday section. Following a review of the literature pertaining to corporate financing of employee education at community colleges, the author describes the results of a study of all 11 sections which he conducted to ascertain the number of students receiving corporate tuition reimbursement. Of the 503 students surveyed, 39 (8 percent) were receiving tuition reimbursement from 29 corporations. The average for day sections was 2 percent, and the average for evening and Saturday sections was 15 percent. Approximately the same number of male and female, married and unmarried, students received reimbursement. There is a tendency to move from partial payment to full payment of tuition. About 50 percent of the plans include payment for textbooks as well as full tuition. The author recommends a comprehensive plan for attracting and providing services for students receiving corporate tuition reimbursement as a means of boosting college enrollments and income. (DC)

ED 101 809 JC 750 165

Hartwig, John E. And Others

Proposal for a Doctoral Degree to Serve Portland Metropolitan Area Community College Staff. Fourth Working Draft.

Portland Metropolitan Area Adult Education Council, Oreg.

Pub Date Aug 74

Note—12p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS
POSTAGE

Descriptors—College Teachers, Consortia, Curriculum Development, Degree Requirements, *Doctoral Programs, Educational Coordination, Educational Innovation, Graduate Study, *Individualized Programs, Interinstitutional Cooperation, *Junior Colleges, *Performance Based Education, *Teacher Education

Identifiers—Oregon, *Portland

Due to concern for the development of relevant graduate preparation of community college professional personnel, the Portland Metropolitan Area Adult Education Council coordinated the establishment of the Community College Doctoral Task Force Committee to develop a proposal for a Portland-based community college doctoral degree. The doctoral program will allow for part-time study and will emphasize a competency-based approach by including specified outcomes in curriculum, internship experiences, field studies, and a final degree product which can be a job related project or a research project. Local community colleges and adjacent communities will be utilized as learning laboratories. The curriculum components for the degree are noted, and guidelines for admissions policies and faculty selection are proposed. The recommendation is made that internship not be taken in the community college in which the participant is currently employed. Problems related to formulating policy on placement of students in the program and assessing credit for past experiences are related. Recommendations for final degree projects, length of program, examinations, residency requirements, and accreditation are included. (Author/AH)

ED 101 810 JC 750 166

Facilities Sharing Questionnaire Survey.

California Community Colleges, Sacramento. Office of the Chancellor.

Pub Date Mar 74

Note—39p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS
POSTAGE

Descriptors—Classrooms, Dining Facilities, Educational Coordination, *Educational Facilities, *Facility Utilization Research, Facsimile Transmission, Instructional Materials Centers, *Junior Colleges, Library Cooperation, *Off Campus Facilities, Physical Education Facilities, *Shared Services, Theaters

Identifiers—*California

In order to determine the extent to which the California community colleges share and borrow facilities, a questionnaire was sent to each California community college in January 1974. Sixty-six (96 percent) of the 69 districts responded. Analysis of the data revealed that the typical campus shared 7.5 facilities and borrowed 5.6. More than 37 kinds of facilities were shared. The facilities most commonly shared were physical education facilities (gymnasiums, athletic fields, swimming pools, and stadiums); general purpose classrooms; and general use facilities (theaters, cafeterias, and libraries). The most commonly borrowed facility was the general purpose classroom; classrooms were borrowed from other school districts, public agencies, and private parties by half of the districts. Libraries, extension centers, specialized and class laboratories, and physical education facilities are also frequently borrowed. For shared facilities, the range of participation includes from 47 percent to over 60 percent of the 66 districts. Slightly over 50 percent of the reporting districts borrow facilities. Data is tabulated and examples of facility sharing at 12 institutions are presented. Also included are descriptions of a telefacsimile sharing project and the Learning Resource Centers network. (DC)

ED 101 811 JC 750 167

Guidelines for a Nonprint Materials Core in a Learning Resource Program.

California Community Colleges, Sacramento. Office of the Chancellor.

Pub Date Sep 73

Note—15p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS
POSTAGE

Descriptors—Audiovisual Centers, *Educational Resources, Educational Television, *Facility Guidelines, Facility Planning, Facility Requirements, *Instructional Materials Centers, *Junior College Libraries, *Junior Colleges, Media Technology, Space Utilization

Identifiers—*California

Learning Resource Programs and the space necessary to house them have been a challenging planning problem in the California community colleges. There have been standards for space utilization of the traditional library since 1966, but these provided for print materials only. The purpose of this report is to provide standards for the Nonprint Materials Core (audiovisual, TV,

production services, etc.) when planning and evaluating a Learning Resources Program project for California community colleges. Space requirements will vary with the total anticipated enrollment. Five thousand square feet is the minimum space requirement for institutions with less than 1,000 day-graded students. Methods of computing additional space requirements for colleges with greater than 1,000 students are presented. Also presented are percentage allocations for various aspects of the core (production, housing, maintenance of equipment, staff, and public services/technical processing) which can be used for enrollments up to 9,000. The guidelines were produced through a number of conferences with an ad hoc group and the standards committee. (DC)

ED 101 812 JC 750 168
Smithern, Joyce

The Resource Development Concept: Institutional Resources. Resource Paper No. 1.
National Council for Resource Development, Washington, D.C.
Report No.—RP-1
Pub Date Nov 73
Note—4p.
EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Budgeting, College Teachers, Educational Facilities, *Educational Finance, Financial Policy, Interinstitutional Cooperation, *Junior Colleges, Junior College Students, *Money Management, *Resource Allocations, Shared Services, Space Utilization, Work Experience
Community colleges have four primary resources: income, faculty and staff, the physical plant, and students. This document recommends methods of taking a hard look at the ways in which these resources are and can be utilized. The budgeting structure must be thoroughly examined to determine the extent to which it is flexible and to which it provides incentives for departmental savings. Faculty fellowships should be provided for concentration on specific projects; this saves money for the institution in that the project is usually completed in a shorter period of time and is better planned than if developed on a catch-as-catch-can basis. Noted faculty members should be shared between institutions with the home institution paying the salary—this provides new faces and new ideas at a time when faculty are not turning over, and occasionally gives the teacher the feeling that the home institution is not so bad after all. Institutions should increasingly share facilities and responsibilities. Classified staff should be motivated through financial rewards and better recognition of their expertise to devise money-saving ideas. Equipment and space sharing possibilities should be examined. Students should be given credit for voluntary work experience on the campus and should be tapped as a source of potential ideas. (DC)

ED 101 813 JC 750 169
Maloney, John D.

Individualized Approach to Developing Independent Learners in the Community College.
Pub Date Mar 75
Note—8p.; Paper presented at the Annual Meeting of the Western College Reading Association (Anaheim, California, March 1975)
EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Individualized Instruction, *Junior Colleges, *Multimedia Instruction, Programmed Materials, Programmed Tutoring, Reading Centers, Reading Development, Remedial Programs, *Remedial Reading Clinics, *Remedial Reading Programs, Student Centered Curriculum
Identifiers—California, Ohlone College

The reading lab at Ohlone College has developed a comprehensive and unique program which is designed to help students on all levels of ability to become more independent in the learning process. This program or system consists of several interrelated components: eight individualized reading and study skills courses, 81 videotapes, and a 60 page "Tutor's Handbook." Students may elect to enroll in any of the eight individualized skill building courses for a letter grade or on a credit/no credit basis. Materials used in these courses are commercially available, self-paced, and multilevel. Materials are available

in an open lab situation; each student must attend the lab for three hours each week—one hour for a pretest, one hour for explanation of test results and a list of recommended study materials, and one hour for a posttest. The 81 videotapes can be divided into five categories: (1) orientation to each of the eight courses; (2) how to use laboratory machines; (3) how to use texts; (4) 15 study skills lessons; and (5) tutor training presentations. These allow the lab instructor and the instructional assistant to devote more time to each student. The "Tutor's Handbook" is available to tutors who help students with particular difficulties. (DC)

ED 101 814 JC 750 170
Allison, Robert And Others

An Assessment of Two Years of Faculty Evaluation.
Bakersfield Coll., Calif.
Pub Date Feb 75
Note—37p.
EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—*College Faculty, College Teachers, Evaluation Criteria, *Evaluation Methods, *Faculty Evaluation, *Junior Colleges, Self Evaluation, *Teacher Attitudes
Identifiers—*Bakersfield College

A survey instrument was designed to ascertain faculty opinion on the faculty evaluation process so that the Academic Senate could make recommendations for future changes. Under the present system faculty must be evaluated every two years, but, within certain guidelines, departmental procedures may vary. A total of 77.3 percent of all faculty and administrators responded. Analysis of the data revealed the following: (1) the purpose of evaluation for regular (tenured) staff should be for the improvement of instruction; for contract (nontenured) staff the question of retention or dismissal should also be considered (present procedures treat regular and contract staff equally); (2) most faculty find evaluation moderately effective and beneficial and not threatening; (3) many faculty members seem to spend more time and receive more benefits from participating in the evaluation of others than themselves; (4) most faculty feel that the department chairman should be actively involved in evaluation; (5) a large number of faculty did not receive copies of their evaluations, although they should have; (6) over 85 percent of the respondents did not think that Bakersfield College should "try to do a complete and effective evaluation job, substantially exceeding legal requirements"; and (7) over 80 percent want to continue the present plan with minor modifications. The questionnaire, cover letters, tabulated responses, and additional faculty comments are presented. (DC)

ED 101 815 JC 750 171
Page, Charles Scott, David C.

Survey of Auto Mechanic Employers.
Bakersfield Coll., Calif.
Pub Date Feb 75
Note—22p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE
Descriptors—*Auto Mechanics, *Auto Mechanics (Occupation), Employer Attitudes, Employers, *Junior Colleges, Manpower Needs, *Program Effectiveness, Program Evaluation, *Program Planning
Identifiers—*Bakersfield College, California

In order to build auto mechanics curricula and instructional programs responsive to the needs of employers, Bakersfield College (BC) sent a questionnaire to all employers listed under "Automobile Repairing and Services" in the yellow pages of the local telephone book. Only 43 (20 percent) of the 215 questionnaires sent out were returned; however, these respondents represented about half of the large garages and auto dealers so that 35-40 percent of the total full-time employment may have been represented. Most respondents were unaware of the auto program at BC and were suspicious that college auto programs were unrealistic in terms of skills really needed in the shop. However, there was an indication that they would hire BC graduates quite readily if they could be convinced that graduates were willing to work hard and had practical experience. For this, publicity is needed. Employers indicated great difficulty in hiring well-trained auto mechanics in almost any specialty—this in-

dicates a need for more auto mechanics students at BC. Short-term updating courses, particularly in the area of electronic ignition, would be the kind of course to which employers would be most apt to send employees. Because employees want students trained in conditions similar to those encountered on the job, BC should obtain funds for the construction of a new auto shop building as soon as possible. (DC)

ED 101 816 JC 750 172
Belzer, Thomas J.

A Comparison of Two Methods of Evaluation and Its Effect on Attrition and Final Grades in General Biology.

Pub Date Dec 74
Note—32p.; Practicum presented to Nova University in partial fulfillment of the requirements for the Doctor of Education degree
EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Academic Achievement, Biology Instruction, College Science, Dropout Prevention, *Dropout Rate, *Grades (Scholastic), Grading, *Junior Colleges, *Student Evaluation, Student Motivation, Tests, *Test Selection

This study correlates the relationship between varying methods in student evaluation and its effect on student achievement and attrition. The sample studied consisted of 230 students enrolled in three separate semesters of General Biology 11A at Pasadena City College in 1972, 1973, and 1974. The earlier students were given longer exams over three or four weeks of material. The 1974 class was given frequent quizzes over smaller amounts of material. All three courses were taught by the same instructor. Results indicate that A and B grades constituted 40 percent of all grades given in the 1972 and 1973 semesters; C and D grades constituted the remaining 60 percent. These proportions were reversed for the 1974 semester, in which A and B grades represented 60 percent and C and D grades represented 40 percent. Furthermore, attrition percentage dropped from an average of 26 percent in the 1972 and 1973 semesters to approximately 12 percent during the spring 1974 semester. From these findings it seems that one of the crucial factors influencing final grades and attrition is the method used in student evaluation. Results are graphed and are compared using chi-square as a test of significance. A brief review of the literature relating to grading and evaluation systems is presented along with a 27 item bibliography. (DC)

ED 101 817 JC 750 173
Gordon, Ruby D.

Associate Degree Nurse Preparation and Nursing Service Needs: An Incidental Paper.
Pub Date Jan 75
Note—14p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Associate Degrees, Continuous Learning, Curriculum Development, Employee Attitudes, Employer Attitudes, Employment Problems, Employment Qualifications, Health Occupations, *Health Occupations Education, *Junior Colleges, *Literature Reviews, *Nurses, Role Perception, Teacher Attitudes

Associate degree nursing programs were first established in 1953. At the same time, diploma programs and baccalaureate programs were preparing nurses with the potential for licensure as registered nurses. Recently, there has been a decline in diploma programs and an increase in associate degree programs. Associate degree programs emphasize action in specific situations rather than theoretical explanations. A review of the literature pertaining to associate degree nursing programs reveals a large gap between what students of such programs are taught and the duties they are expected to perform on the job; this results in long adjustment periods during which the employer must provide continuous supervision. The primary cause of this situation is that the term "beginning practitioner" is interpreted differently by educators, employers, and new graduates. In order to solve this problem, training institutions and employers must establish better avenues of communication and educators must alter their curricula to meet employer needs. Furthermore, educators must realize that preparing any individual for specific duties may lead to skill obsolescence and should develop continuing education programs to encourage lifelong professional development. (DC)

ED 101 818

JC 750 174

Ebersole, Jay F.

The Relationship of the Dean of Student Services to the Administrative Organization of Harrisburg Area Community College.

Pub Date Nov 74

Note—51p.; Pages 25-28 of the original document are copyrighted and therefore not available; they are not included in the pagination

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—Administrative Change, *Administrative Organization, Chief Administrators, College Administration, *College Deans, Diagrams, Governance, *Junior Colleges, Literature Reviews, Organizational Change, Organizational Development, *Power Structure, Student Personnel Services

Identifiers—*Harrisburg Area Community College, Illinois, Pennsylvania

Since 1972-73, the dean of student services at Harrisburg Area Community College has been subordinate to the vice-president for educational services and equal in rank to academic division chairmen, who bypassed him and reported directly to the vice-president on matters concerning counseling services in their divisions. In an effort to contribute to the administrative reorganization proposed for 1975-76, the author reviewed recent literature concerning administrative organization and examined the organizational charts of 50 community colleges (37 in Illinois and 13 in Pennsylvania) to determine the most common pattern of relationships between chief student personnel officers and other chief administrators. In at least 75 percent of the 50 institutions studied, the dean of student services reports directly to the president of the college. In only one institution is the dean of student services placed on the same level as academic division chairmen. The author recommends equal status for the deans of student services, academic affairs, and administration/business and advocates the elimination of vice-presidents placed between the president and these three deans. Organizational charts are included. (DC)

ED 101 819

JC 750 177

Opportunities in Iowa's Area Schools, 1974-75. Iowa State Dept. of Public Instruction, Des Moines.

Note—91p.

EDRS Price MF-\$0.76 HC-\$4.43 PLUS POSTAGE

Descriptors—Adult Education, *Area Vocational Schools, Disadvantaged Youth, Educational Finance, *Educational Legislation, Enrollment Rate, Handicapped Students, Historical Reviews, *Junior Colleges, *Post Secondary Education, *Program Descriptions, State Programs

Identifiers—Iowa

This report provides an overview of Iowa's statewide system of area schools, which provide career, college parallel, and adult education programs. Introductory notes describe the history of the Iowa public junior college movement, current status, enrollment growth over the last eight years, and a guide for utilizing the information that follows. A description of each of the 15 area schools is given through statistical information, enrollment, admissions policy, financial aid programs, student costs, instructional programs, full-time programs, program locations, new programs under consideration, and correspondence information. Detailed information regarding 1974-75 enrollments, adult education programs, special needs programs for disadvantaged and handicapped students, area school revenues and expenditures, and a review of major legislation affecting area schools in Iowa are also included. (Author/AH)

ED 101 820

JC 750 178

Gold, Ben K.

Faculty Survey on the "Free Hour." Research Study No. 75-3.

Los Angeles City Coll., Calif.

Report No.—RS-75-3

Pub Date Jan 75

Note—11p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Curricular Activities, *Junior Colleges, *Program Evaluation, *Released Time, *School Schedules, School Surveys, *Teacher Attitudes, Teacher Participation

Identifiers—*Los Angeles City College

This study attempted to assess use of the campus "free hour" (Tuesday, 12-1) inaugurated in the fall 1974 semester. During the "free hour," classes were not scheduled so that various campus clubs, committees, and special presentations could be scheduled without conflicting with classes. A brief questionnaire was sent to members of the day faculty; 145 faculty members, about 40 percent of the total, responded. Thirty-eight (26 percent) of the respondents indicated that they had participated in some way during the semester. The most common activities listed were meetings—departmental, committee, staff, and administrative. Fifteen faculty members indicated that they had sponsored club or other student activities. A question asking whether or not the respondent favored discontinuing the free hour evoked some strong statements on both sides of the question. "Yes" responses outnumbered "No" responses by more than two to one. The major objection to the free hour was clearly the scheduling of classes beginning at 7:45 a.m. with resulting student tardiness, loss of instruction time, and lowered enrollments. Of those supporting the free hour, many felt that it had not been given an adequate test, that the time of day was not the best, and that it was not given enough publicity. It was recommended that the "free hour" be re-evaluated at the close of fall 1975. (Author/AH)

ED 101 821

JC 750 187

De Bernardis, Aino

Portland Community College, Rock Creek: A Community Based Educational Shopping Center.

Portland Community Coll., Oreg.

Pub Date 74

Note—39p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Architectural Character, *Campus Planning, College Buildings, *Community Involvement, *Continuous Learning, Educational Innovation, *Facility Planning, Flexible Scheduling, *Junior Colleges, School Community Relationship, Student Centered Curriculum

Identifiers—*Portland Community College

An overview is presented of Portland Community College's plans to create the Rock Creek campus, scheduled to open in January 1976. The physical environment is considered to be an important factor in a student's cultural and aesthetic experience, and all facilities have been designed with this in mind. The philosophy guiding campus planning is one of maximizing college-community interaction. It is hoped that the campus architecture will blend into the community and that the campus will be considered as a cultural and educational center for local community residents of all ages. Within a "shopping center" format, all offerings will be openly displayed, clearly labeled, priced, and described. Modular scheduling, performance objectives, and core curricula will characterize the student-centered learning process. The campus will undertake periodic educational audits to keep programs abreast of changes in technology, knowledge, and community needs. Facilities will include an Educational Clinic for diagnosis of individual student needs and a Learning Resources Support Center. Satellite units, TV courses, and mobile learning units will also be a part of Rock Creek's educational services. (DC)

PS

ED 101 822

PS 006 971

Knappe, Lawrence E.

An Evaluation of Day Care in Region X. Precis. Final Report.

Unco, Inc., Washington, D.C.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 31 Mar 73

Contract—OEC-X-72-0055

Note—94p.; For related documents, see PS 006 972-974

EDRS Price MF-\$0.76 HC-\$4.43 PLUS POSTAGE

Descriptors—Cost Effectiveness, *Costs, *Day Care Services, *Federal State Relationship, Health, Nutrition, *Policy Formation, Program Evaluation, Safety, Social Services, *Standards

Identifiers—Alaska, Idaho, Oregon, Washington

This paper presents an overview of the major findings of a study evaluating federally-supported child day care in Alaska, Idaho, Oregon, and Washington. The principal objective of the study was to evaluate day care quality using the proposed federal day care standards as a baseline and to develop strategies to improve these services. The study reviewed the problems and perspectives of day care providers and consumers, as well as administering agency practices. In this precis, particular strengths and weaknesses in each of the states, projected cost estimates for upgrading services, and four alternate strategies for federal, state and local officials to improve the quality of day care are summarized. Three other volumes provide materials summarized in this precis. (Author/CS)

ED 101 823

PS 006 972

Knappe, Lawrence E.

A Day Care Action Plan for Region X. Volume 1. Final Report.

Unco, Inc., Washington, D.C.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 31 Mar 73

Contract—OEC-X-72-0055

Note—203p.; For related documents, see PS 006 971-974

EDRS Price MF-\$0.76 HC-\$10.78 PLUS POSTAGE

Descriptors—Child Development, Cost Effectiveness, *Day Care Services, Federal Programs, *Federal State Relationship, *Models, Program Administration, Program Evaluation, *Program Improvement, Program Planning, *Regional Planning, Social Services, Standards

Identifiers—Alaska, Idaho, Oregon, Washington

This report, the first in a three-volume study evaluating federally-supported day care in Alaska, Idaho, Oregon, and Washington, contains a discussion of various issues related to the use of federal standards for day care services and presents four optional strategies for upgrading the quality of day care in the four states. Each strategy includes detailed recommendations for federal, state, and local officials on how to improve the planning, administration, and coordination of day care services. (Author/CS)

ED 101 824

PS 006 973

Knappe, Lawrence E.

A Baseline for Improving Day Care Services in Region X. Volume 2. Final Report.

Unco, Inc., Washington, D.C.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 31 Mar 73

Contract—OEC-X-72-0055

Note—265p.; For related documents, see PS 006 971-974

EDRS Price MF-\$0.76 HC-\$13.32 PLUS POSTAGE

Descriptors—Accountability, Certification, Childhood Needs, *Day Care Services, Emergency Programs, *Family Day Care, *Federal Programs, Health, Nutrition, Personnel Evaluation, Physical Environment, *Program Evaluation, Safety, Staff Role, *Standards, State Agencies

Identifiers—Alaska, Idaho, Oregon, Washington

This report, the second in a three-volume study evaluating federally-supported day care in Alaska, Idaho, Oregon, and Washington, contains two sections: one examines the current level of day care services in the four states in relation to the proposed federal day care requirements; the other describes the structure of the individual state administering agencies and their capacity to administer their day care programs. A sample of various day care settings was surveyed in each state to determine the level of compliance with the proposed standards. The major areas of non-compliance are identified with an overview description of day care quality in each state. Descriptions are of the administering agency of each state and its licensing and monitoring practices, as well as the views of day care providers toward the federal, state, and local requirements are provided. (Author/CS)

ED 101 825

PS 006 974

Knappe, Lawrence E.

A Profile of Federally Supported Day Care in Region X. Volume 3. Final Report.

Unco, Inc., Washington, D.C.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 31 Mar 73

Contract—OEC-X-72-0055

Note—130p.; For related documents, see PS 006 971-973

EDRS Price MF-\$0.76 HC-\$6.97 PLUS

POSTAGE

Descriptors—Budgeting, Child Care Workers, Cost Effectiveness, *Day Care Services, *Family Day Care, *Federal Legislation, Federal State Relationship, Job Satisfaction, Parent Participation, Problem Solving, *Profile Evaluation, *Program Evaluation, Regional Planning, Selection, Social Services

Identifiers—Alaska, Idaho, Oregon, Washington

This report, the third in a three-volume study evaluating day care in Alaska, Idaho, Oregon, and Washington, contains a profile of various day care characteristics and an estimate of the potential impact of the proposed federal day care requirements on current day care costs in the four states. The profile includes data describing the definitions and characteristics of various types of day care providers and settings, service needs for children and parents, parent involvement in child care, and problems confronting day care providers and parents. The cost data includes an analysis of a private-profit day care center budget for current expenses and a projection of costs if conditions under the proposed requirements are to be met. (Author/CS)

ED 101 826 PS 007 272

Guidelines for an Early Childhood Screening Program for Children Ages Three through Five.

Missouri State Dept. of Education, Jefferson City. Pub Date 73

Note—70p.

EDRS Price MF-\$0.76 HC-\$3.32 PLUS

POSTAGE

Descriptors—Child Development, Demonstration Programs, *Early Childhood Education, *Educational Diagnosis, *Evaluation Methods, *Guidelines, Language Development, Learning Activities, Motor Development, Parent School Relationship, Personality Development, Resource Guides, *Screening Tests, Social Development

Identifiers—*Missouri

This paper presents guidelines for developing programs for the early detection of physical, behavioral, and educational problems of young children. The purpose, definitions of terms and roles, procedures for organization and implementation of the screening programs are briefly outlined. The paper consists primarily of supporting information: (1) post-screening activities and resources, including procedures for follow-through, national, state and local resource directories of services for children, and follow-up activities designed for gross and fine motor development, speech and language stimulation, and personal and social development; (2) a survey of available screening instruments and procedures which provides information helpful in determining which instruments would be most appropriate for the local situation; (3) procedural guidelines for vision and hearing screening; and (4) brief descriptions of four model training programs currently in operation in Missouri. (ED)

ED 101 827 PS 007 521

Haskett, Gary Josh

The Exploratory Nature of Children's Social Relations.

Pub Date Mar 74

Note—16p.; Paper presented at the Biennial Southeastern Conference of the Society for Research in Child Development (3rd, Chapel Hill, North Carolina, Mar. 7-9, 1974)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS

POSTAGE

Descriptors—*Behavioral Science Research, Behavior Patterns, Interaction Process Analysis, *Peer Relationship, *Play, *Preschool Children, *Social Behavior, Toys

Identifiers—Novelty

This conference paper attempts to describe some of the ecological conditions under which children's social behavior can be, and perhaps is, organized. Thirteen preschool children between 2-1/2 and 5-1/2 years of age, participated in several experiments with confederates acting as peers and with novel as well as familiar toys. Four behavior categories were identified: verbalizing, visual regard, onlooking, and mutual play. On the basis of these behavior categories, the effects of the novelty toys on behavior patterns were studied. Results indicate that novel events were capable of influencing, at least for a

short time, preschoolers' social behavior. The effects of novelty on mutual play show that novelty may even elicit social play. Data tables are included. (CS)

ED 101 828 PS 007 523

Weaver, Christopher T. Fry, Charles L.

Intonation and Fundamental Frequency of Infants' and Parents' Vocalizations During Social Interaction.

Pub Date [74]

Note—9p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS

POSTAGE

Descriptors—Identification (Psychological), *Imitation, *Infant Behavior, Interaction Process Analysis, *Intonation, Language Development, Oral Expression, *Parent Child Relationship, Social Behavior, Stimulus Behavior, *Verbal Development

Infants raised the pitch of their vocalizations when stimulated by vocalizing parents. Nonvocal stimulation did not repeat the effect. Intonation contours did not change during different conditions. The pitch of the parents' vocalizations also rose during vocal interaction. Changes in infant pitch were interpreted as a function of imitation. (Author/CS)

ED 101 829 PS 007 524

Schaefer, Earl S.

The Ecology of Child Development: Implications for Research and the Professions.

Pub Date Aug 74

Note—21p.; Paper presented at the Annual Meeting of the American Psychological Association (82nd, New Orleans, Louisiana, Aug. 30-Sept. 3, 1974)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS

POSTAGE

Descriptors—Child Care, Child Development, *Continuous Learning, *Early Childhood Education, Environmental Influences, *Environmental Research, *Family Environment, *Interaction Process Analysis, Interpersonal Relationship, Intervention, Models, Parent Child Relationship, Psychological Patterns, Social Behavior, Student Teacher Relationship, Training

Identifiers—*Ecosystem View of Child Development

Professional support is urged for early and continuing family care and education of the child and the need for a life-time and life-space or ecological perspective in contrast to a professional and institutional perspective on child care and education. The current focus in psychology on the individual, frequently without adequate analysis of the social context, has led to research, training, and service programs that are concerned with development of the individual, diagnosis of the individual, and individual treatment. More training in a socioecological developmental psychology will produce scientists and practitioners who are knowledgeable about the role of family and community in child development. This training will lead to better diagnosis and evaluation of family and community factors and of professional and institutional policies and practices that influence child care and child development. More socioecological training of professionals would also lead to consideration of ecological variables in program planning and evaluation and to professional and institutional consultation, support, and training for parents. (SH)

ED 101 830 PS 007 577

Rimoldi, Horacio J. A.

Cognitive Aspects of Problem Solving.

Pub Date Aug 74

Note—10p.; Paper presented at the Annual Meeting of the American Psychological Association (82nd, New Orleans, Louisiana, Aug. 30-Sept. 3, 1974)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS

POSTAGE

Descriptors—*Children, *Cognitive Processes, *Cross Cultural Studies, Decision Making Skills, Discovery Learning, *Problem Solving, *Research Methodology, Task Analysis

Discussed in this report is a technique used in cross-cultural research for measuring cognitive processes in children and youth. The research strategy aims at evaluating the subject's performances on problem solving tasks by having subjects become active agents in the discovery

process while experimenters remain as passive and neutral as possible. The subject is asked to solve a problem by asking questions to get the information he or she needs to reach a solution. The subject becomes an active searcher; the experimenter only provides the information requested. The subject's tactics indicate how he or she deals with the structure of the problem. Thinking about a problem becomes a way of making explicit and communicable to oneself or to others its logical structure. If this is so, it is of interest to know how subjects belonging to different cultural settings process problems, and the influence that their structure and the symbolic system used (manner of presentation) have on tactics. The subject's performance can then be analyzed in terms of the set of logical rules that he or she uses and of the symbolic systems that favor or hamper problem solving performance. (CS)

ED 101 831 PS 007 578

Arlin, Marshall Palm, Linda

The Interaction of Open Education Procedures, Student Characteristics, and Attitudes Toward Learning.

Pub Date Sep 74

Note—46p.; Paper presented at the Annual Meeting of the American Psychological Association (82nd, New Orleans, Louisiana, Aug. 30-Sept. 3, 1974)

EDRS Price MF-\$0.76 HC-\$1.95 PLUS

POSTAGE

Descriptors—Age Differences, Attitude Tests, Classroom Environment, *Comparative Analysis, Educational Policy, *Elementary School Students, Learning Motivation, Locus of Control, *Open Education, Questionnaires, Sex Differences, Social Attitudes, *Student Attitudes, Student Characteristics, Student Reaction, *Traditional Schools

This study examined five student characteristics with the expectation that if interactive characteristics could be established, attitudes could be improved by assigning students to classrooms with the appropriate degree of openness. It was hypothesized that some pupils might be happier in a traditional, or structured, environment. Five variables were hypothesized to interact singly and in combination with degree of openness: grade level, sex, intelligence, origence, and academic locus of control. Three studies were conducted. In the first study, four attitude instruments were administered to 1,000 open and 1,000 traditional pupils in grades 1-8. In the second study, Welsh's measures in intelligence and origence were administered to pupils from the previous sample in grades 4 and 6. In the third study, Crandall's measures of academic locus of control was administered to pupils in grades 4, 6, and 8 from the previous sample. Pupils in the open classrooms did not exhibit the expected more positive response toward teachers, did not perceive more freedom in the learning process, and exhibited lower attitudes toward mathematics and language arts. Results appear to indicate, however, that age is a significant interacting variable, and that more attention might be given at the upper grades to providing an open learning situation. (CS)

ED 101 832 PS 007 605

Johnson, Stephen M. And Others

Generalization and Contrast Phenomena in Behavior Modification with Children. Preliminary Draft.

Spons Agency—National Inst. of Mental Health (DHEW), Rockville, Md.

Pub Date Mar 74

Note—47p.; Paper presented at the Annual Banff International Conference on Behavior Modification (6th, March-April 1974)

EDRS Price MF-\$0.76 HC-\$1.95 PLUS

POSTAGE

Descriptors—*Behavior Change, Behavior Rating Scales, Classroom Environment, *Elementary School Students, Family Environment, *Generalization, *Intervention, Observation, Parent Attitudes, *Problem Children, Standardized Tests, Teacher Attitudes

Identifiers—*Behavior Generalization

The present research was designed to answer two basic questions: (1) Do children who are referred for treatment of behavior problems in one setting also exhibit such behavioral problems in the others? (2) Does behavior modification in the primary setting have any systematic effect on children's behavior in the other (secondary)

setting? Thirty-five children, identified by either parents or teachers as having behavior problems either at home or at school, were involved in an intervention treatment study: (1) 15 children were referred for outpatient treatment for 'active' behavior problems in the home setting (the 'home problem' sample); (2) 12 children, the 'school problem' sample, were referred for treatment of behavior problems in the school setting; and (3) 8 children were recruited to form the 'school problem control' sample. Verbal reports by parents and teachers were obtained, and independent measures were taken in both the home and school setting on the 'deviant' children. The Walker Problem Identification Checklist was administered to the children's teachers, and the Bi-Polar Adjective Checklist was given to all parents of children before and after receiving their respective treatments. Study results indicate that unprogrammed positive generalization rarely occurs. If children have difficulty in both school and home settings they should probably receive simultaneous treatment in both settings. (CS)

ED 101 833 95 PS 007 617

Mueller, Edward Cooper, Barbara
The Effect of Pre-School Teacher's Sex on Children's Cognitive Growth and Sexual Identity. Final Report.

Eastern Middlesex Opportunities Council, Inc., Somerville, Mass.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C. Regional Research Program. Bureau No—BR-1-A-039

Pub Date Aug 72

Grant—OEG-1-71-0019(509)

Note—60p.

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—Classification, *Cognitive Development, Conservation (Concept), Identification (Psychological), Intelligence Tests, *Play, *Preschool Children, Response Mode, Sex Differences, *Sex Role, Sex Stereotypes, Tables (Data), *Teacher Influence

Identifiers—Reflectivity Impulsivity

This paper presents three research studies. The first study investigated the use of boys' and girls' play areas, each stocked with sex-type toys, by day care children with male, female, or mixed teacher teams. Examined were the sex of play areas users and the effect of sex of teacher team on the structure of play in each play area. The second study considered the effects of men and women teacher teams on day care children's performance on tests of cognitive skill, cognitive style, and conservation of gender identity. Measurement involved the use of subtests from conventional intelligence tests, the Boy-Girl Identity Task, and tests of impulsivity-reflectivity. The third study sought to evaluate sex-typed classification of school objects by children in classes with teachers differing in sex. The study attempted to ascertain whether sex-typed attitudes were present at entry into the classroom and whether a year's exposure to men or women teachers affected their classification. Subjects for all three studies were 59 4-year-old preschool children attending a day care center in a working class community and nine teachers (five females and four males). The findings of each research project are discussed and illustrated with data tables. (SDH)

ED 101 834 PS 007 636

Black, Kathryn Norcross Campbell, Kathleen M.
Differential Mental Development of 18 Month-Old Same-Sexed and Opposite-Sexed Twins.

Pub Date Aug 74

Note—9p; Paper presented at the Annual Meeting of the American Psychological Association (82nd, New Orleans, Louisiana, Aug. 30-Sept. 3, 1974)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Environmental Influences, *Infants, *Mental Development, Mental Tests, Nature Nurture Controversy, Parent Child Relationship, *Sex Differences, *Twins, Verbal Development

This paper describes a study which examined the performance of 48 pairs of 18-month-old twins on the Mental Development Scale of the Bayley Scales of Infant Development to determine whether score differences would be found for the three subgroups of identical, fraternal

same-sexed, and fraternal opposite-sexed twins. Of the 96 subjects, 46 (23 pairs) were identical twins; 22 subjects (11 pairs) were same-sexed fraternal; and 28 (14 pairs) opposite-sexed fraternal twins. The twins were tested in their homes, generally, within two weeks of their 18-month birthday. For the entire group, the overall Mental Development Index was 95.5; for identical twins, the average Index was 94.0; for same-sexed fraternal twins, the average Index was 90.4; and for opposite-sexed twins, the average Index was 102.2. These results are discussed, and it is suggested that the typical differential treatment given to boys and girls may lead to a greater differentiation of treatment and/or more individual attention for the opposite-sexed twins than for same-sexed twins. In addition, twin-pair interaction may differ for same-sexed and opposite-sexed twins, influencing each twin's intellectual development in different ways. (CS)

ED 101 835 88 PS 007 653

Parents' Home Activity Guides. Saturday School: A School and Home Learning Program for Four Year Olds.

Ferguson-Florissant School District, Ferguson, Mo.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date [74]

Note—80p.

EDRS Price MF-\$0.76 HC-\$4.43 PLUS POSTAGE

Descriptors—*Activity Units, Cognitive Development, *Home Instruction, Home Visits, Language Development, Parent Counseling, *Parent Participation, Parent School Relationship, Perceptual Development, *Preschool Education, Regular Class Placement, Social Development, *Teaching Guides

This handbook contains 35 brief activity guides designed to be used by parents at home with their 4-year-old children in conjunction with the Saturday School Program. The aim of the Home Phase of the program is to provide learning experiences in two ways: (1) through Home Teaching Visits involving the Saturday School teacher, neighborhood children and parents; and (2) through the introduction, by parents, of learning experiences into their child's daily schedule. These learning activities focus on the development of language skills, math and science concepts, perceptual skills, physical skills, creative arts, and personal and social growth. Expectations and guidelines for the parents' participation in the program are given. (SDH)

ED 101 836 PS 007 658

White, Burton L.

Reassessing Our Educational Priorities.

Pub Date Aug 74

Note—16p; Paper presented at the Educational Commission of the States Early Childhood Education Symposium (Boston, Massachusetts, August 1974)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Child Development, Cognitive Development, Curiosity, *Early Childhood Education, *Educational Policy, *Family Role, Intervention, Language Development, *Parent Education, Social Development

The role of the family in the education of a young child, particularly during the first three years of life, is the subject of this symposium address. Four topic areas are identified as the foundation of educational capacity: language development, curiosity, social development, and cognitive intelligence. Professional educators, working directly with children, especially children over 6 years of age, have much less influence than was previously thought. From this perspective, the family must receive increasing priority as the first educational delivery system. Three main obstacles, however, confront families attempting to do the best job of educating their young children: ignorance, stress, and the lack of assistance. For the first six years of the child's life, especially the first three, continuing, low pressure, strictly voluntary, training for parents should be made available. Training could be made available in hospitals during the lying-in period, through adult education courses, and through public television programs. (CS)

ED 101 837

PS 007 662

Rauh, Hellgard

A Five-Years Follow-up Study on Cognitive Development in Grade-School Children.

Pub Date 30 Mar 73

Note—21p; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Philadelphia, Pennsylvania, March 1973)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Child Development, Cognitive Development, *Conservation (Concept), *Cross Sectional Studies, Developmental Tasks, *Elementary School Students, Foreign Countries, Graphs, Individual Development, Individual Differences, *Longitudinal Studies, Prediction, *Research Methodology, Tables (Data)

Identifiers—Germany, *Piaget (Jean)

In this study an attempt was made to obtain a developmental dimension for estimating longitudinal development on the basis of cross-sectional data. To check the validity of this approach, the cross-sectional data were compared with true longitudinal data. Forty-three public school children were given a series of conservation tasks in four assessment periods, each 15 months apart, during their first four years of school. Results indicated that: (1) cross-sectional data on cognitive development, when scalogram analyzed, can predict longitudinal direction of development; (2) such developmental scales may better characterize a child's present level of development than deviance scores on IQ-tests; (3) such scales are useful for studying the development of individuals as opposed to groups; and (4) these scales may be helpful in comparing individual rates of development. (ED)

ED 101 838

PS 007 668

Gilmore, Lowry M. And Others

Heart Rate Deceleration as a Function of Viewing Complex Visual Events in Eighteen-Month-Old Infants.

Pub Date Aug 74

Note—12p; Paper presented at the Annual Meeting of the American Psychological Association (82nd, New Orleans, Louisiana, August 30-September 3, 1974)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Attention Span, *Cognitive Processes, *Eye Fixations, *Heart Rate, *Infants, Linguistic Patterns, Visual Perception, Visual Stimuli

This research project assessed: (1) the practicality of recording heart rate in 18-month-old infants as they watched events filmed on color, silent motion picture films; and (2) the validity and sensitivity of heart rate change as an index of differential attention aroused elicited by changes within and between complex visual events. The research also attempted to replicate the results of Golinkoff's experiments which probed for cognitive categories in infants having relevance for linguistic development. Twelve male and 12 female infants, 17-19 months of age, were randomly assigned to one of three transformation groups involving anomaly with a direction change, anomaly with a position change, or a nonanomalous transformation that involved a position and direction change. Heart rate and visual fixations were recorded as each subject was presented with the standard event, repeated six times, followed by one of the three transformation events, repeated six times. Findings indicated that heart rate can be measured in 18-month-olds watching filmed events and that heart rate seems to sensitively assess attentional changes. (SDH)

ED 101 839

PS 007 672

Diffendal, Elizabeth

Day Care for School-Age Children.

Day Care and Child Development Council of America, Inc., Washington, D.C.; Unco, Inc., Washington, D.C.

Pub Date [72]

Note—69p.

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—After School Centers, After School Tutoring, Child Care Centers, Community Programs, *Day Care Services, *Elementary School Students, Financial Support, Home Programs, *Models, *Parent Attitudes, Program

Costs, *Program Planning, School Services, Staff Role, State Standards

This booklet examines four aspects of day care services for school-age children: (1) national availability and trends, (2) parents' views, (3) program planning, and (4) recommended program models. A nationwide survey of 58 day care programs enrolling school-age children was conducted, and the general findings are presented. Information on parents' views of day care services was gathered from questionnaires given to 99 parents who were receiving federal child care support and using in-home day care. The questionnaire explored before-school schedules, working patterns of the mothers, after-school supervision patterns, and parents' priorities for school-age day care program elements. The section on program planning examined these areas: potential school-age population to be served, facility types, program activities and components, state and federal requirements, funding resources, and staffing requirements. The final part of the book contains five different program models of school-age day care which are based on: recreation and leisure time programs; community school-based services; family day care services; the coordination of family day care homes and neighborhood parks for full day summer day care; and a residential cluster model with "cultural enrichment" components. (SDH)

ED 101 840 PS 007 673
A Guide to Primary Unit Instruction. Revised Experimental Edition, 1973-74.

Detroit Public Schools, Mich.

Pub Date [74]

Note—71p.

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—Art, *Curriculum Guides, *Early Childhood Education, Health Education, *Instructional Materials, *Kindergarten, Language Arts, Mathematics, Music, *Nongraded Primary System, Physical Education, Reading Instruction, Science Curriculum, Social Studies

This curriculum guide presents a 3-year program, for children in kindergarten and early primary grades, designed to facilitate continuous learning in a non-graded setting. The guide describes how learning experiences can be adjusted to the student's developmental needs and abilities in a wide range of curriculum areas: language arts, mathematics, science, social studies, physical education, health instruction, art, and music. Basic materials and teacher guides are suggested for each curriculum area. (CS)

ED 101 841 PS 007 674
Lane, Joan And Others

The Status of Minority Children in Idaho, 1974. Volume III.

Idaho State Office of Child Development, Boise. Spons Agency—Idaho State Economic Opportunity Office, Boise.; Western Interstate Commission for Higher Education, Boise, Idaho.

Pub Date 4 Jun 74

Note—55p.; For Volume II, "The Status of Young Children in Idaho, 1974" see PS 007 675

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—American Indians, Child Care, *Childhood Needs, Educational Assessment, *Family Status, Health Needs, Language Skills, Mexican Americans, Migrant Workers, *Minority Groups, Negroes, Nutrition, *Preschool Children, Social Environment, *State Surveys, Welfare Services

Identifiers—Idaho

This paper presents a study designed to develop a better understanding of the needs of minority families with preschool children in Idaho. The project had three aims: to determine the general needs of families, to find which services were known and utilized, and to identify services adequately meeting needs. Four minority populations were included in the study: Mexican Americans, Migrant, American Indian, and Black. A personal interview was conducted with each subject family utilizing a structured questionnaire. In assessing the need of minority families, six areas were considered: social environment (i.e. housing, income), educational attainment, language skills, health care, child care and nutrition. Analysis of the data revealed that: (1) general socioeconomic conditions of the minorities were below the general population of the state; (2)

child care arrangements were generally made by utilizing an immediate family member or friend; (3) immunization data was difficult to assess; and (4) low consumption of fruits and vegetables by each group. The areas which warrant improvements include: migrant and Indian housing, family health care and immunization, child care facilities, nutrition information and a public assistance program which more adequately meets each family's needs. (Author/SDH)

ED 101 842 PS 007 675

Schrag, Howard L. And Others
The Status of Young Children in Idaho, 1974. Volume 2.

Idaho State Office of Child Development, Boise. Spons Agency—Idaho State Economic Opportunity Office, Boise.; Office of Child Development (DHEW), Washington, D.C.

Pub Date [74]

Note—213p.; For Volume 3, "The Status of Minority Children in Idaho," see PS 007 674

EDRS Price MF-\$0.76 HC-\$10.78 PLUS POSTAGE

Descriptors—Child Care, *Childhood Needs, *Child Welfare, Cognitive Development, Creativity, *Early Childhood, Educational Programs, Environmental Influences, *Group Status, Handicapped Children, Health Conditions, Health Services, Kindergarten, Nutrition, Social Development, *State Surveys

Identifiers—Idaho

This study reports on the needs of young children in Idaho, relating to: (1) health and related factors during early childhood, (2) heredity and environmental factors which influence the child's development. Initial data were drawn from already existing studies and sources. Missing data were collected in face-to-face interviews with 2 percent of the families in Idaho having children between the ages of 0 and 6. Additional data were collected from both public and private vendors of service to help complete the needs picture. Vendors of health services were contacted, and the proportion of need they were meeting was calculated. Health factors including hazardous environments, chronic illnesses, acute illnesses, dental health, and nutrition were assessed. Traditional child development factors including cognitive development, social development, and special needs were assessed. Programs attempting to meet these needs were reviewed. The vendors of such services were interviewed, and estimates of the unmet needs were established. The programs reviewed included preschools, kindergartens, and day care centers. Results are summarized in profile form. (Author)

ED 101 843 PS 007 677
Childhood & Government Project. Annual Report 1973-1974.

California Univ., Berkeley. Earl Warren Legal Inst.

Spons Agency—Carnegie Corp. of New York, N.Y.; Ford Foundation, New York, N.Y.

Pub Date 1 Oct 74

Note—78p.

EDRS Price MF-\$0.76 HC-\$4.43 PLUS POSTAGE

Descriptors—*Annual Reports, *Child Advocacy, *Child Welfare, Educational Finance, Educational Policy, Educational Research, Foster Children, *Government Role, Laws, Publications, Public Support, *Research Projects, Symposia, Training

Identifiers—*Childhood and Government Project, Reform Efforts

This report presents the activities of the Child and Government Project (CGP), a research and training program which focuses on government policies that affect children. The project's research efforts described in this report are divided into the following categories: (1) Spending on Children, (2) Children and the Law, (3) Foster Care, and (4) Education. Reform efforts instituted by the project are concentrated in the areas of school finance, educational reform, and foster care reform. Other project activities include providing information on issues to academicians, policy makers, and the general public; publishing scholarly works; and training Berkeley graduate and law students for future policy roles. A list of project-related publications, articles, and symposia, as well as resumes of project staff members are included. (SDH)

ED 101 844 PS 007 680
Responding to Individual Needs in Head Start: A Head Start Series on Needs Assessment. Part 1: Working with the Individual Child.

Child Development Services Bureau (DHEW/OCD), Washington, D.C. Project Head Start.

Report No.—DHEW-OHD-75-1075

Pub Date [74]

Note—89p.

EDRS Price MF-\$0.76 HC-\$4.43 PLUS POSTAGE

Descriptors—Annotated Bibliographies, Cognitive Development, *Educational Assessment, Emotionally Disturbed Children, *Exceptional Child Education, *Handicapped Children, Language Handicapped, Learning Activities, Manuals, Parent Teacher Cooperation, Physically Handicapped, Regular Class Placement, Retarded Children, *Student Needs, *Teaching Guides

Identifiers—*Project Head Start

This manual, designed for Head Start staff, parents, and others working with handicapped and/or nonhandicapped children, gives general background information on physical, emotional, and cognitive disabilities and offers practical suggestions for handling classroom problems related to these disabilities. Staff planning is discussed in relation to classroom space, staff and consulting resources, parent needs, and the number and types of handicapped children to include in a program. Medical information is given on some physical handicaps and health impairments such as chronic asthma, diabetes, and epilepsy, along with suggestions for managing them in the classroom. Procedures to follow when referring children to special services outside the classroom are suggested. The appendixes contain suggestions for classroom materials and activities, an annotated bibliography of books on child development, films, and service directories. (SDH)

ED 101 845 PS 007 681

Cabler, Jesse K. And Others

Two Studies in Early Childhood Education.

Kentucky Univ., Lexington. Bureau of School Service.

Pub Date Sep 74

Note—101p.; Final edition of the "Bulletin of the Bureau of School Service"

Available from—Bureau of School Service, University of Kentucky, College of Education, Lexington, Kentucky 40506 (Paper, \$1.00)

Journal Cit—Bureau of School Service Bulletin; v47 n1 Sep 1974

EDRS Price MF-\$0.76 HC-\$5.70 PLUS POSTAGE

Descriptors—Administrator Attitudes, Age Differences, *Educational Objectives, *Grade 1, Individual Characteristics, Intellectual Development, *Kindergarten, Learning Readiness, Parent Attitudes, Policy Formation, *Program Attitudes, Questionnaires, Sex Differences, Social Development, Socioeconomic Influences, *State Surveys, Teacher Attitudes

Identifiers—Kentucky

This report describes: (1) a study of desirable kindergarten goals as perceived by the principals, teachers, and parents of Kentucky's 1973-74 pilot kindergarten programs; and (2) a study of the learning needs of entering first-grade pupils as perceived by a structured sample of first-grade teachers in Kentucky. In the first study, data collected through questionnaires were analyzed using personal and demographic characteristics of respondents as independent variables. Findings indicate that parents place higher priority on items in the intellectual dimension than did educators, who were more inclined toward items in the personal dimension. Parents, teachers, and principals were in relative agreement on the priority of the items in the social dimension. In the second study (in which 301 first-grade teachers responded to a questionnaire), economic conditions were judged to have a major effect upon the learning needs of entering first-graders. A list of 38 rank-ordered pupil needs is presented as representing those learning objectives which should be met prior to first grade entry. Statistical findings, analysis of the data, and recommendations for further research are described. (CS)

ED 101 846 PS 007 683

Experiencias en Lenguaje Para su Nino ed Edad Pre-escolar. Parte I: Actividades Para la Casa. (Language Experiences for Your Preschooler. Part I: Activities at Home.)

New York State Education Dept., Albany. Bureau of Continuing Education Curriculum Development.

Pub Date [74]

Note—77p.; ED 095 987 is the English version of this document

Available from—The University of the State of New York, The State Education Department, Bureau of Continuing Education Curriculum Development, Albany, New York 12224 (no price quoted)

Document Not Available from EDRS.

Descriptors—*Communication Skills, Compensatory Education, Concept Formation, Decision Making Skills, Educational Games, Family Environment, Language Development, *Learning Activities, Learning Readiness, Parent Child Relationship, *Parent Education, *Preschool Children, Questioning Techniques, Reading Development, *Spanish Speaking, Story Reading

The purpose of this manuscript (written in Spanish) is to encourage the development of communication skills of preschool children by introducing their parents to a number of learning activities suitable for home use. It is written to be used by an instructor who is working with preschool parents. The activities, which are designed to be uncomplicated and reasonable in cost and invested time, are grouped in 10 sections: (1) knowing the child; (2) what happens between parent and child; (3) setting goals for the child; (4) emphasizing everyday happenings; (5) reading to children; (6) using free and inexpensive materials for language experiences; (7) making the alphabet letters; (8) games that can be made at home; (9) writing down children's experiences; and (10) writing stories with the child. Each of the sections contains directed activities to be performed with the instructor's guidance, at home activities involving the parent and child, and parent take-home sheets with information and exercises they can use to increase their own knowledge. Some benefits of the program are listed; the major expectation is that the activities will enhance a child's chances of success in the initial stages of learning to read and write. (SDH)

ED 101 847 32 PS 007 684

Pre-School Program, E.S.E.A. Title I, 1973-74 School Year. Evaluation Report.

Saginaw Public Schools, Mich.

Spons Agency—Bureau of School Systems (DHEW/OE), Washington, D.C. Div. of Education for the Disadvantaged.

Pub Date Jul 74

Note—69p.

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—Affective Objectives, Basic Skills, Cognitive Development, *Disadvantaged Youth, *Early Childhood Education, *Educational Objectives, Emotional Development, Evaluation Methods, *Learning Readiness, Observation, Parent Participation, *Preschool Evaluation, Preschool Tests, Psychomotor Objectives, Tables (Data)

Identifiers—Piaget (Jean), *Title I Preschool Programs

This report presents an evaluation of a Title I preschool program which served 403 children during the 1973-74 school year, and was designed to prepare disadvantaged 4-year-olds for entry into kindergarten. In terms of instructional approach, the program closely followed Piagetian theory and included preservice and inservice teacher training. The program was evaluated in terms of 26 product and 26 process objectives, covering the affective, cognitive and psychomotor domains. The procedures for process evaluation employed the locally developed Classroom Activity Checklist as the primary instrument. Four locally constructed instruments were used in the product evaluation. In addition, parent participation records were kept by the classroom teachers. Process data indicated that the program was implemented as planned, and product data showed that the pupils mastered 25 of the 26 product objectives. Data tables and appendices make up approximately one-half the document. (SDH)

ED 101 848 32 PS 007 691

Markun, Patricia Maloney, Ed.

Play: Children's Business and a Guide to Play Materials.

Association for Childhood Education International, Washington, D.C.

Pub Date [74]

Note—66p.

Available from—Association for Childhood Education International, 3615 Wisconsin Avenue, N. W., Washington, D. C. 20016 (Paper, \$2.95 plus \$0.30 for postage and handling)

EDRS Price MF-\$0.76 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—Bibliographies, *Child Development, *Developmental Psychology, Emotional Development, Films, Hospitalized Children, Intellectual Development, *Manipulative Materials, Physical Development, *Play, *Resource Guides, Social Development, Toys

This collection of articles presents ideas about the value of children's play and suggests practical ways to implement good play experiences and select appropriate play materials. Articles examine play as an agent of social values, play and thinking, play and child development, the environmental opportunities for play factors that can destroy the value of play, play for the convalescent child, specific learning processes and play, and play as a valid educational tool. Recent books and films on play, and age-appropriate toys are listed. (CS)

ED 101 849 95 PS 007 693

Hess-Behrens, Betty Nan

The Development of the Concept of Space as Observed in Children's Drawings: A Cross-National/Cross-Cultural Study. Final Report.

California Univ., Berkeley. Lawrence Hall of Science.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No—BR-2-0611

Pub Date 25 May 73

Grant—OEG-0-72-4524

Note—280p.

EDRS Price MF-\$0.76 HC-\$14.59 PLUS POSTAGE

Descriptors—*Abstract Reasoning, Age Differences, Cognitive Development, *Concept Formation, *Cross Cultural Studies, *Cross Sectional Studies, Cultural Differences, Developmental Psychology, *Elementary School Students, Environmental Influences, Foreign Countries, Freehand Drawing, Logical Thinking, Perceptual Development, Socioeconomic Influences

Identifiers—*Piaget (Jean), Space Comprehension

This study attempts to reinforce developmental theory concerning spatial Comprehension by building on the qualitative observations of art educators of the past, and by strengthening the empirical basis of contemporary investigations into the relationship between pictorial representations, intellectual maturity, and environmental stimulation. Drawings from a wide variety of cultures were studied to determine whether the sequence and rate at which developmental characteristics appear are similar, or reflect unequal socioeconomic/educational opportunities and ethnic diversity within societies. Also investigated was whether differences between societies may correlate with modernity, prevalence of literacy, and severity of social stratification. A total of 9,000 drawings was collected from middle and lower class children in grades 1, 3, 5, and 7 in nine countries. Each child was asked to draw a picture of himself at play with friends near his home or school. Sorting categories were based on Piaget's description of stages in the development of the concept of space and the growth of logical thought. Results suggest that these drawing stages follow an invariant sequence. Mean ages, higher than expected, lie within a large range at each stage; the mode appears at the onset of concrete operations; and differences, when appearing, generally lie in the direction of higher scores for advantaged groups. (Author/SDH)

ED 101 850 32 PS 007 696

Fink, Stevanne Auerbach

Parents and Child Care. A Report on Child Care Consumers in San Francisco: A Study of Parental Expectations for Child Care Services from a Cross-Cultural Perspective.

Far West Lab. for Educational Research and Development, San Francisco, Calif.

Pub Date Mar 74

Note—195p.; Prepared by author as partial fulfillment of Ph.D. (Union Graduate School of Antioch College, Yellow Springs, Ohio)

Available from—Parents and Child Care, 1855 Folsom Street, San Francisco, California 94103 (paper, \$5.00)

Document Not Available from EDRS.

Descriptors—*Child Care, Child Care Workers, *Day Care Services, Expectation, Family School Relationship, Interviews, *Parent Attitudes, Parent Participation, *Program Descriptions, Program Improvement, Questionnaires, *Surveys

This report presents a study of the attitudes of a sample of San Franciscan parents toward various day care situations. Questionnaires were distributed to the parents of children from 15 centers and 5 day care homes located in census tracts chosen for their racial, ethnic, and economic mix. Data was compiled from the 125 returned questionnaires. Fifty volunteers who answered the written questionnaires were given individual in-depth interviews. Child care providers and administrators of the programs included were also surveyed and interviewed. The attitudes examined concerned the nature of the need for day care services, the availability of these services, and parental perceptions of the quality of these services. Answers were coded and quantified and form the basis of the report. The appendix contains the questionnaires and other data forms written in English, Spanish, Chinese, and Tagalog. (CS)

ED 101 851 88 PS 007 697

Dall Armi, Lorenzo

Infant Development through Enriching Activities

at Home. Project I.D.E.A. Final Project Report.

Santa Barbara County Schools, Calif.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date 30 Jun 73

Note—122p.; This document is printed on colored pages and may reproduce marginally

EDRS Price MF-\$0.76 HC-\$5.70 PLUS POSTAGE

Descriptors—*Compensatory Education Programs, Developmental Tasks, *Early Childhood Education, Educational Objectives, Family Background, *Home Visits, Language Development, *Mexican Americans, Mother Attitudes, Post Testing, Pretesting, Program Descriptions, *Program Evaluation, Psychomotor Skills, Social Development, Tables (Data)

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III, IDEA, *Infant Development through Enriching Activities

This final report contains narrative information and statistical data on the 3-year Infant Development through Enriching Activities (IDEA) program. The project was designed to increase the potential for academic success of high-risk, low-income children by promoting motor, social and language development through home intervention. Approximately 450 Mexican-American children, ages 1-5, were included in the program. Feedback from weekly home visits and from pre- and post-testing was used to determine the mother's and children's progress. Narrative information is presented in a question-answer format accompanied by data tables. Statistical information on parents, children and other project aspects make up more than half of the report. (SDH)

ED 101 852 32 PS 007 699

An Evaluation of the Model School Division (MSD) Preschool Program for the School Year 1973-74.

District of Columbia Public Schools, Washington, D.C. Dept. of Research and Evaluation.

Pub Date Aug 74

Note—147p.

EDRS Price MF-\$0.76 HC-\$6.97 PLUS POSTAGE

Descriptors—*Ancillary Services, Behavior Development, *Classroom Environment, *Early Childhood Education, *Educational Objectives, Emotional Development, Health Services, Intellectual Development, Observation, Parent Participation, Physical Development, *Preschool Evaluation, Preschool Tests, Social Development, Social Services, Teacher Evaluation

This study was designed to assess the extent to which children served by the Model Schools Division Preschool Program developed socially, intellectually, physically and emotionally during the 1973-74 school year. This evaluation was also designed to measure the appropriateness of the learning environment and the amount of services provided by the program. Program objectives are given in terms of four basic components: Education, Social Services, Parent Involvement and Health Services. The evaluation design contained

five types of instruments: preschool behavior, attitude and achievement inventories, staff and parent questionnaires, and an observation checklist for use in the classroom. Data for the evaluation were collected for approximately 300 students. Findings are presented in discussion and table form. Recommendations for program improvement are included. The appendices contain an evaluation instruction sheet, the instruments used in the evaluation measurement, additional supportive tables and data information, and administrator reports. (SDH)

ED 101 853

PS 007 703

Bijou, Sidney W.
Development in the Preschool Years: A Functional Analysis.

Pub Date 1 Sep 74

Note—24p.; Paper presented at the Annual Meeting of the American Psychological Association (82nd, New Orleans, Louisiana, Aug. 30-Sep. 3, 1974)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Behavioral Science Research, *Behavior Development, Behavior Patterns, *Child Development, Cognitive Development, *Human Development, Maturation, Models, Moral Development, *Preschool Children, Psychiatry, Reactive Behavior, Social Behavior, Socialization, Stimulus Behavior

Identifiers—*Systems Analysis (Developmental)

Human development from about ages 2 to 5 is presented in terms of the history of a child conceptualized in terms of stimulus and response functions and his interactions in current situations which consist of organismic, physical, and social conditions. The concepts describing the changes that occur during this developmental period, such as exploratory behavior, cognitive behavior, and moral behavior are invariably cast in nonobservable terms indigenous to the psychoanalytic, social learning, and cognitive approaches. To make them consistent with the objectives, assumptions, and principles of a functional analysis of behavior, these concepts must be reanalyzed and redefined. The resulting reformulations would have extensive implications for research and for practical applications. (Author/CS)

ED 101 854

PS 007 707

Johnson, David W. Johnson, Roger T.
Effects of Cooperative, Competitive, and Individualized Goal Structures on Learning Outcomes.

Pub Date 30 Aug 74

Note—25p.; Paper presented at the Annual Meeting of the American Psychological Association (82nd, New Orleans, Louisiana, August 30, 1974)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Affective Objectives, *Children, Cognitive Development, Empathy, *Goal Orientation, Identification (Psychological), *Interpersonal Relationship, *Learning Processes, *Motivation, Social Values, Teamwork

Identifiers—Competition, *Cooperation

A theoretical orientation to three goal structures (cooperation, competition, and individualization) is postulated, based upon Deutsch's extension of Lewin's theory of motivation. Lewin postulated that a state of tension within a person motivates movement toward the accomplishment of desired goals; a goal structure specifies the type of interdependence existing among persons as they work towards goal accomplishment. Discussion focuses on the conditions under which each goal structure may be productively used in instruction, the research relating to the overuse and inappropriate use of competition, and the research on the effects of cooperative goal structure on the outcomes of instruction. Briefly summarized are the findings of the research now available in social psychology and education on the effects of goal structures on education. The results of the research overwhelmingly point to the need to train teachers in the procedures for all goal structures appropriately. (CS)

ED 101 855

PS 007 708

Singer, Dorothy G. Singer, Jerome L.
Family Television Viewing Habits and the Spontaneous Use of Pre-School Children.

Spons Agency—Yale Univ., New Haven, Conn.

Child Study Center

Pub Date Sep 74

Note—21p.; Paper presented at the Annual Meeting of the American Psychological Association (82nd, New Orleans, Louisiana, Aug. 30-Sep. 3, 1974)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Aggression, Attention Span, Day Care Services, Emotional Development, Imagination, Intervention, Mother Attitudes, Parent Responsibility, *Play, *Preschool Children, Self Concept, Sex Role, Socialization, *Spontaneous Behavior, *Television Research, *Television Viewing

Identifiers—*Mistogers Neighborhood

This research study examined ways in which exposure to a children's television show (Mistogers' Neighborhood) would enhance the spontaneous imaginative play of children after several weeks. The project, which is detailed extensively elsewhere, involved a comparison of three groups of preschool children in a day care center who either: (1) watched Mistogers daily for two weeks in a group; (2) watched Mistogers with an adult serving as a kind of intermediary and translator; or (3) watched no television but engaged in make-believe exercises with a teacher. Additional investigative procedures involved regular meetings with the parents which afforded the opportunity to obtain data on television viewing habits and on personal attitudes toward sex role in child rearing and toward the personal and social self-worth of the parents. A second phase of the investigation involved observing the children during the Mistogers programs to see what kinds of materials held their attention. Finally, intervention procedures included the establishment of parent groups that met through the following year to provide help in learning to use the television medium more effectively. Findings for each phase of the project are discussed, and implications of the study are presented. (SDH)

ED 101 856

PS 007 716

Garman, Charlotte G.
Kindergarten Guide. Revised Edition.

Pennsylvania State Dept. of Education, Harrisburg, Bureau of Curriculum Services.

Pub Date [74]

Note—172p.

Available from—Pennsylvania Department of Education, Early Childhood Education, Box 911, Harrisburg, Pennsylvania 17126 (no price quoted)

EDRS Price MF-\$0.76 HC-\$8.24 PLUS POSTAGE

Descriptors—*Child Development, Developmental Guidance, Educational Equipment, *Educational Philosophy, Evaluation Criteria, Fine Arts, *Kindergarten, Language Arts, *Learning Activities, Mathematics Education, Paraprofessional School Personnel, Parent School Relationship, Physical Education, Play, Science Education, Social Sciences, *Teaching Guides

This report, prepared by the Pennsylvania Department of Education, provides philosophical and psychological background and teaching guidelines for the kindergarten classroom. The guide is divided into six sections which encompass different aspects of kindergarten education: (1) the philosophy and psychology of kindergarten education, and the roles and needs of the teacher, children, and paraprofessional school aides; (2) educational facilities, equipment, and schedules; (3) the home-school relationship and developmental guidance and testing in kindergarten; (4) numerous learning activities for language arts, mathematics, social science, science, physical education, and fine arts; (5) evaluation criteria, professional films, and a selective bibliography; and (6) kindergarten standards for the State of Pennsylvania and a model of an open classroom approach for use in kindergarten classrooms. (SDH)

ED 101 857

PS 007 718

Clayton, Marilyn
Overview of Exploring Childhood.

Pub Date [74]

Note—14p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Child Development, Course Descriptions, *Curriculum Design, *Field Experience Programs, *High School Students, Interdisciplinary Approach, *Parenthood Education, Self Evaluation

Identifiers—*Exploring Childhood

This paper describes the overall conceptual and pedagogical goals of a program ('Exploring Childhood') designed to help adolescents gain competence in working with children and an understanding of the forces that shape children's development. The paper is intended as an explanation of the assumptions and questions that guided the development of the course materials. The course, as outlined, attempts to help students understand what a child is like, how human interaction can shape the development of a child, and how the context in which growth occurs can affect development. A series of activities help the student to develop flexible ways of thinking about children. Three 'modules' are identified in this curriculum sequence, and appropriate readings are suggested for each level of the program. The study of child development is combined with work with young children on a regular basis. Self-evaluation materials are also part of the curriculum program, and are designed to help students identify ways in which they would like to gain competence and to give them guidelines for evaluating the results of a situation and measuring their own progress. (CS)

ED 101 858

PS 007 719

Misakian, Elizabeth A.
A Study of the Social Behavior of Communally-Reared Children Ranging in Age from Birth to 30 Months: A Progress Report.

Pub Date 72

Note—7p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Aggression, *Children, Cognitive Development, *Collective Settlements, Experimental Schools, *Infants, *Interaction Process Analysis, Matrices, *Peer Relationship, Program Evaluation, Research Design, Social Behavior, Social Development, Statistical Analysis

Identifiers—*Synanon

This paper presents some background information and a brief report on the progress of the first two and one-half months of the Synanon study of the social behavior of communally-reared children in which an attempt is being made to apply ethological methods of observation and analysis to human infant behavior. The children range in age from 6 to 40 months and are divided into two peer groups; infants (6 to 18 months) and the 2 to 4 program (19 to 48 months). The focus of the 230 hours of behavioral observations has been aggressive and submissive behavior in the peer groups. Dyadic aggressive-submissive interactions are recorded, and their outcomes are entered into a matrix which then provides the basic index of dominance relations between the children. In addition to making observations of the children, the project staff participate in meetings, seminars, and feedback sessions with the school staff which provide opportunities for formal and informal information exchange. (SDH)

ED 101 859

PS 007 721

Wang, Margaret C. And Others
PEP in the Frick Elementary School: Interim Evaluation Report 1969-1970.

Pittsburgh Univ., Pa. Learning Research and Development Center.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 74

Note—34p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Academic Achievement, Classification, Disadvantaged Youth, *Educational Research, Experimental Programs, *Individualized Curriculum, Mathematics, Perceptual Motor Learning, Predictor Variables, *Preschool Education, *Primary Education, *Program Evaluation, Reading, Standardized Tests, Tables (Data)

Identifiers—PEP, *Primary Education Project

This book presents the evaluation of a Primary Education Project (PEP) which focused on the development and evaluation of a model of individualized education for young children. The socioeconomic background of the participating students (primarily economically disadvantaged children attending an inner-city school) is described. The PEP 1969-1970 program included prekindergarten, kindergarten, and first grade classes. The curriculum for each grade level,

described briefly, indicates four main areas: mathematics, classification, perceptual-motor skills, and reading. The PEP testing program, designed to assess and monitor student learning progress, includes a placement and diagnostic pre- and posttest battery. Data concerning student learning outcomes are presented. In addition, comparisons are made among various PEP groups and between PEP and non-PEP classes. Also examined are the relationship between achievement and some possible predictors of learning success and the relationship between performance on the PEP curricula and on standardized tests. The results suggest that children in the program, on the average, are mastering the curriculum objectives developed for them. (SDH)

ED 101 860 95 PS 007 722

Resnick, Lauren B. Wang, Margaret C.
Improvement of Academic Performance of Poor-Prognosis Children through the Use of an Individualized Instructional Program.

Pittsburgh Univ., Pa. Learning Research and Development Center.

Spons Agency—Ford Foundation, New York, N.Y.; National Inst. of Education (DHEW), Washington, D.C.

Pub Date [72]

Note—23p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, Illinois, April 1972)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Achievement Gains, Cultural Disadvantage, Diagnostic Tests, *Disadvantaged Youth, Economic Disadvantage, *Grade 1, *Individualized Instruction, Intelligence Quotient, *Kindergarten Children, Low Achievers, *Mathematics Curriculum, Mathematics Education

Identifiers—*Cumulative Deficit Cycle

This paper examined the performance of kindergarten and first grade children in an inner-city school during the first full year of the Primary Education Project (PEP) Quantification (early mathematics) curriculum. The curriculum was based on a hierarchically sequenced set of objectives and accompanying criterion-referenced placement and diagnostic tests. Children were permitted to proceed through the curriculum at varied rates and in various styles. Two basic findings were reported and discussed: (1) strong performance on both the PEP curriculum and a standardized mathematics achievement test suggested the potential of an individualized, mastery curriculum for breaking the cycle of "cumulative deficit" in school performance; and (2) a decrease in predictive power of IQ test scores suggested that instruction in a hierarchically organized curriculum reduces dependence on generalized abilities, in favor of explicitly instructable ones. (ED)

ED 101 861 PS 007 723

Wang, Margaret C.
The Rationale and Design of the Self-Schedule System.

Pittsburgh Univ., Pa. Learning Research and Development Center.

Spons Agency—Ford Foundation, New York, N.Y.; National Inst. of Education (DHEW), Washington, D.C.

Pub Date [74]

Note—55p.

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—Basic Skills, Cognitive Development, Educational Objectives, Emotional Development, *Individualized Instruction, *Preschool Education, *Primary Education, *Program Development, *Self Directed Classrooms, Social Development, Student Role, Teacher Role

Identifiers—*Self Schedule System

The Self-Schedule System is an instructional-learning management "tool" designed to implement the curriculum components of an individualized early learning program. The overall concern of the system is to provide ecological supports which enable the teacher to adapt instruction to individual students, and encourage students to assume increasing responsibilities for their own learning. The curriculum is described in terms of the teacher prescribed "perspective learning" component and the student-selected "exploratory learning" component. Curriculum objectives concerned with the development of

general cognitive and socio-emotional skills are given. Teacher and student functions are described. Teacher functions focus on planning the general classroom learning environment and implementing and adapting the program to the individual student. Student functions are characterized under two broad categories: the passive and active learner roles. A behavior hierarchy of key competencies the students need to acquire to function effectively is also presented. (SDH)

ED 101 862 PS 007 726

Family Day Care Handbook.

Community Coordinated Child Care (4-C) in Dane County, Inc., Madison, Wis.

Spons Agency—Office of Child Development (DHEW), Washington, D.C.; Wisconsin State Dept. of Health and Social Services, Madison.

Pub Date 74

Note—131p.

EDRS Price MF-\$0.76 HC-\$6.97 PLUS POSTAGE

Descriptors—Child Care, Child Care Workers, *Child Development, Childhood Needs, Community Resources, *Family Day Care, *Guides, *Health Services, Home Programs, Learning Activities, Nutrition, Play, *Program Planning, Recordkeeping, Safety

This handbook provides both general and specific information on child development and child care to help adults who are providing child care in their homes. Information is presented in six sections which describe: (1) the family day care system, the occupation of caregiver, and the development of relationships; (2) development of a health program, recognizing and dealing with illness and emergencies, safety, and community health resources; (3) nutrition, meal-planning, and nutrition resources; (4) child growth and development, methods to encourage growth, and recognition of special problems; (5) use of the caregiver's time, home, and skills in child care; and (6) organization and record keeping. The purpose of the handbook is to give the caregiver a better understanding of the job of child care, ideas for planning for care, activity suggestions, and ways of assessing the job being done. An outline format with illustrative examples makes this handbook particularly useful. (SDH)

ED 101 863 PS 007 792

Grow, Lucille J. Shapiro, Deborah
Black Children-White Parents: A Study of Transracial Adoption.

Child Welfare League of America, Inc., New York, N.Y.

Spons Agency—Children's Bureau (DHEW), Washington, D.C.

Report No.—OCD-CB-59

Pub Date 74

Note—239p.

Available from—Child Welfare League of America, Inc., 44 East 23rd Street, New York, New York 10010 (paper, \$5.95 plus \$0.60 postage and handling)

Document Not Available from EDRS.

Descriptors—*Adoption, *Caucasians, *Child Welfare, Evaluation Methods, Family Characteristics, Interviews, Negro Role, *Negro Youth, Parent Child Relationship, Peer Relationship, Racial Attitudes, *Racial Factors, Racial Integration, Success Factors, Tables (Data), Teacher Attitudes

Identifiers—*Transracial Adoption

This study was designed to provide information about the outcomes of transracial adoptions in response to a growing trend among adoption agencies to place children across racial lines. The study focused on 125 adopted black children and their white adoptive families. The children ranged in age from 5 to 19 years (median of age=8.8 years) and had lived with their adoptive families from 2 years and 10 months to over 18 years (median length of stay=7.2 years). The success of the transracial adoptions was assessed by a series of 15 measures including test scores, indices developed from different types of data supplied by the parents, teachers' evaluations, and interviewer ratings. Two interviews were held at one-year intervals to obtain the data. Success findings are reported in terms of test scores, symptom scores, interviewer, parent and teacher evaluations, peer relations, and attitudes toward blackness. A typology of white families who adopt black children is also presented. The general findings indicate that 77 percent of the transracial adoptions may be seen as successful—a

rate approximately equal to that found in studies of conventional white adoptions as well as those of older children and other racial groups. (SDH)

ED 101 864 PS 007 806

Landrus, G. D. And Others

The Toronto Early Identification and Developmental Program. Report No. 130.

Toronto Board of Education (Ontario). Research Dept.

Pub Date Dec 74

Note—238p.

EDRS Price MF-\$0.76 HC-\$12.05 PLUS POSTAGE

Descriptors—Academic Achievement, Bibliographies, Educational Research, Emotional Adjustment, Identification, *Kindergarten Children, Language Patterns, *Learning Difficulties, Models, *Primary Grades, *Program Descriptions, Psychological Services, *Screening Tests, Social Adjustment, Socioeconomic Influences, Standardized Tests, Tables (Data)

The Toronto Early Identification and Developmental Program (E.I.D.P.) has three main aspects: (1) the screening of kindergarten and first grade children in terms of potential learning difficulties; (2) service to the child and family together with supportive help to the school staff; and (3) research in connection with screening instruments. The introduction, in which the rationale and purpose of the program are discussed, is followed by the service manual which contains a model of the process of screening and service developed through the E.I.D.P. The practical information needed to implement an early identification program may be found in the manual. The two-part research section is composed of reports of studies involving various groups of schools. The Forest Hill report provides a description of the screening process which preceded the main E.I.D.P. The central portion of the research report is a description of the predictive tests and interviews used in selecting high risk children and includes a discussion of the major screening packages in terms of reliability and validity. The bibliography contains a list of tests as well as reference sources. Appendixes include instructions for administering and scoring screening tests and samples of interview forms and letters. (SDH)

ED 101 865 PS 007 807

Cazier, Amelia Batcher, Olive M.

Food Buying Guide for Child Care Centers.

Department of Agriculture, Washington, D.C.

Pub Date May 74

Note—46p.

Available from—Superintendent of Documents,

U.S. Government Printing Office, Washington, D.C. 20402 (no price quoted)

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—*Child Care Centers, Consumer Economics, *Day Care Services, Federal Aid, *Food Service, *Guides, Nutrition, *Purchasing, Tables (Data)

Identifiers—*Special Food Service Program for Children

This guide provides information for estimating the amounts of food to buy to meet the required meal patterns for young children in child care centers under the Special Food Service Program for Children. A list is given specifying the minimum requirements for meals or snacks approved for cash reimbursement by USDA. A brief description of the required food components is included. Two methods for estimating the amounts of food needed are presented along with some information on can and jar sizes, substitution of can sizes, changing ounces to pounds, abbreviations and equivalent food measures. The largest part of the guide is devoted to a table which lists various foods in terms of: (1) the form in which they are obtained; (2) the size and description of a serving; (3) purchase units; and (4) purchase units of food to buy for 25 or 50 servings. (SDH)

RC

ED 101 866 RC 008 272

Rigothi, Anthony, Ed.

A Residential School's Outdoor Education Program for Emotionally Handicapped Adolescents.

Final Project Report of the Rhinecliff Union Free School District, Holy Cross Campus.
Rhinecliff Union Free School District, N.Y. Holy Cross Campus; State Univ. of New York, Plattsburgh. Coll. at Plattsburgh.

Spons Agency—New York State Education Dept., Albany. Div. for Handicapped Children.
Pub Date Dec 74
Note—118p.

EDRS Price MF-\$0.76 HC-\$5.70 PLUS POSTAGE

Descriptors—Academic Achievement, Activity Learning, *Adolescents, Drug Abuse, *Emotionally Disturbed, English, Mathematics, *Outdoor Education, Photography, Pilot Projects, *Residential Schools, Secondary Education, Self Concept, Student Evaluation, *Summer Programs, Teacher Education, Teacher Evaluation

Identifiers—New York State, *Rhinecliff Union Free School District

Concept definition and activity description constituted the major focus of implementation proceedings of this outdoor education program designed for a residential school serving secondary students with emotional and drug related problems. Major program objectives were the development of greater academic growth and more positive self-concept for residents (as measured via pre- and post-testing) and development of a pilot program for students required to live and learn in a resident center. The program (October 1973 to August 1974) was carried out via a 3 phase operation which involved teacher training and study of site utilization, culminating in a 7 week modular summer program and involving all (approximately 90) students in several disciplines. One week summer classes included English, history, science, art, horsemanship, camping, advanced math, advanced communication and library skills, music, shop, photography, remedial reading and math, advanced shop, and advanced photography. All classes had outdoor oriented activities such as studying the Hudson River, building a log cabin, visiting a self-sufficient community, trail riding, simulating auto purchases, etc. Student and teacher evaluations of student adjustment were generally favorable, as were evaluations of academic achievement. Future outdoor education programs were also favored. (JC)

ED 101 867 RC 008 282

Post, Donald Eugene

Ethnic Competition for Control of Schools in Two South Texas Towns.

Pub Date Aug 74
Note—521p.; Ph.D. Dissertation, University of Texas

EDRS Price MF-\$0.92 HC-\$26.02 PLUS POSTAGE

Descriptors—Administrative Personnel, *Anglo Americans, Boards of Education, Conflict, Doctoral Theses, *Ethnic Relations, Ethnology, Leadership, *Mexican Americans, *Power Structure, School District Autonomy, *Sociocultural Patterns, Socioeconomic Influences

Identifiers—Chicanos, *Texas

The study examined the competition for control of schools between Anglos and Mexican Americans in 2 South Texas towns. The study's major objective was to describe the history of, and conceptually account for, the development of this new ethnic power struggle in which the control of schools played a primary role. Both towns, situated in a region known for its year-round vegetable economy, shared such demographic characteristics as population size, ethnic composition, and Anglo dominance of the economy. Among the 146 persons interviewed were past and present school board members, persons who had unsuccessfully competed for school board positions, administrators, teachers, city and county officials, and Raza Unida Party members. Observations of such events as school board meetings, city council meetings, football games and practices, church services, and confrontations between the Better Government League, local Ciudadanos, Crystal City Anglos, and the Crystal City Raza Unida Party were conducted. Some findings were: (1) historically Anglos had dominated the Mexican American socially and culturally by controlling the agricultural economy; (2) both ethnic sectors perceived schools as a basic local energy source to be used as power in controlling the local physical and social environment; and (3) ethnic conflict resulted in a decrease of "latitude" for subordinates' actions within the school domain. (NQ)

ED 101 868 88 RC 008 288

Peterson, Inez W. Smith, Lucille W.

SPURS (Staffing Plan for Upgrading Rural Schools) User's Guidebook for Life-Involvement Model Curriculum/Instructional Materials.
Nevada Western States Small Schools Project, Carson City.

Spons Agency—Office of Education (DHEW), Washington, D.C. Projects to Advance Creativity in Education.
Pub Date Sep 72
Note—116p.

EDRS Price MF-\$0.76 HC-\$5.70 PLUS POSTAGE

Descriptors—Academic Records, Achievement Rating, *Activity Learning, *Curriculum Guides, *Decision Making Skills, Discovery Learning, Elementary Grades, Information Seeking, *Learning Activities, *Rural Education, Student Evaluation

The broad purpose of the Western States Small Schools Project (WSSP), an Elementary and Secondary Education Act Title III project, is to improve education in small rural schools. Undertaken by WSSP, SPURS attacks the lack of specialized education services and general lag in implementing improved educational practices in rural areas. A long-range goal of SPURS is to provide the students with a total curriculum based upon the Life-Involvement Model (LIM). Since LIM develops competence by direct engagement with the real world, the subject matter is taken from the environment in which the child lives. Students are taught to: (1) proceed under their own direction, exploring unfamiliar areas of their environment; and (2) practice making and executing decisions, putting them into effect and experiencing the consequences of their actions, and modifying their behavior in response to the feedback. LIM involves 3 general types of instruments: (1) Carrier Projects, (2) Units, and (3) Ventures. This booklet is primarily an outline to accompany a workshop conducted by experienced LIM personnel. Based upon project experiences during the 1971-72 school year, this guidebook includes: (1) a rationale for the LIM; (2) a description of the instrumental products and guidelines for producing them; and (3) sample record keeping systems. (NQ)

ED 101 869 RC 008 289

Comfort, Richard O. And Others

A Study of the Fort Gay-Thompson School Attendance Area, Fort Gay, West Virginia.

Fort Gay - Thompson School District, W. Va.

Pub Date 5 Jun 73

Note—105p.; Some graphs in the appendix will reproduce poorly

EDRS Price MF-\$0.76 HC-\$5.70 PLUS POSTAGE

Descriptors—Academic Achievement, *Community Attitudes, *Community Characteristics, *Economic Factors, Land Use, Occupations, *Population Trends, Recreation, *Rural Areas, Transportation

Identifiers—*West Virginia

The School Community Council of the Fort Gay-Thompson area (West Virginia), organized in May 1971, requested a study in order to look at its past, assess present needs, and plan for the future. The study of the Fort Gay-Thompson School Attendance Area was designed to: (1) describe the area; (2) analyze the characteristics of the people living there; and (3) inquire about the people's attitudes toward the community and the Council. Due to time, money, and difficulty in finding appropriate data, only a limited study was completed at this time. Data were obtained from: interviews with leaders in the Area, a 1969 study conducted for the Wayne County Planning Commission and the Wayne County Court, information gathered by the School Community Council's staff, and a questionnaire returned by 74 of the 900 households in the Area. Some findings were: (1) considerable amount of Public Assistance was being received by the citizens; (2) programs were needed to meet the needs of old citizens in the Area on a more adequate basis; (3) there was a shift from agriculture, railroads, and mining to manufacturing, utilities, service industries, medical, and professional employment; and (4) little, if any, long range planning for the future was being done by individuals or agencies in the Area. (NQ)

ED 101 870 RC 008 290

A Position Statement on Indian Education in Michigan (with Recommendations and Guidelines).

Michigan State Dept. of Education, Lansing.

Pub Date 74

Note—87p.

EDRS Price MF-\$0.76 HC-\$4.43 PLUS POSTAGE

Descriptors—Academic Achievement, Agency Role, *American Indians, Attitudes, *Educational Assessment, *Educational Needs, *Elementary Secondary Education, *Federal Legislation, Individual Power, Rural Urban Differences, State Boards of Education, Student Enrollment

Identifiers—Johnson O Malley Act, JOM, *Michigan

Submitted to the State Board of Education by the State Coordinator of American Indian Education and approved by the State Indian Education Advisory Council, this report validates the existing educational needs of Michigan's Native population and presents pertinent data with a suggested guideline for the Board to act on. The paper's purpose is to: (1) provide background information on the educational needs of Michigan's Native youth and (2) inform the staff and the Board about recent Federal legislation affecting the education of Native people. The information pertains to: present educational programs; Johnson-O'Malley (JOM) programs; Title IV of the Indian Education Act; operational revenues and comments of five JOM School Districts; the Elementary and Secondary Education Act Title I for fiscal year 1973-74; the key to solving the high dropout rate of Indian youth; means to motivate and maintain the Native youth in the public schools; and the State Department of Education's position on Indian self-determination. The recommendations pertain to Indian cultural studies, legislation, action policy, Title IV of the Indian Education Act, college programs, Indian enrollment in public schools, and the budget for Indian education. Additional staff information on the recommendations as approved by the State Board of Education is appended. (NQ)

ED 101 871 RC 008 292

Bennett, John W., Ed.

Social Research in North American Moisture-Deficient Regions.

American Association for the Advancement of Science, Washington, D.C.; New Mexico State Univ., Las Cruces; Rocky Mountain Social Science Association, Laramie, Wyo.

Pub Date 66

Note—76p.; Symposium held during the 42nd annual meeting of the Southwestern and Rocky Mountain Division of the American Association for the Advancement of Science, Las Cruces, N.M., May 4, 1966. For related document, see RC 008 293

EDRS Price MF-\$0.76 HC-\$4.43 PLUS POSTAGE

Descriptors—*Adjustment (to Environment), Agriculture, *Climatic Factors, *Ecology, Economics, Environmental Research, Humidity, *Rural Areas, *Socioeconomic Influences, Speeches, Technological Advancement

Identifiers—*Great Plains

Five papers presented at the 9th symposium held during the 42nd annual meeting of the Southwestern and Rocky Mountain Division of the American Association for the Advancement of Science are: (1) "Do We Need a Sociology of Arid Regions?"; (2) "Deficit Creating Influences for Role Performance and Status Acquisition in Sparsely Populated Regions of the United States"; (3) "Ecology, Economy and Society in an Agricultural Region of the Northern Great Plains"; and (4) "The Problem of Drought Perception"; and (5) "Technological Conservatism in Cattle Ranching as an Adaptive Process". The papers, centering on an ecological viewpoint, aim to suggest possibilities of basic research on sociological adaptations in moisture-deficient regions. Discussions cover modern agrarian and town populations in the Great Plains and neighboring semiarid regions. (NQ)

ED 101 872 RC 008 293

Kraenzel, Carl F. And Others

Deficit Creating Influences for Role Performance and Status Acquisition in Sparsely Populated Regions of the United States.

Pub Date 66

Note—18p.; For related document, see RC 008 292
Available from—Not available separately, see RC 008 292

Document Not Available from EDRS.

Descriptors—Agriculture, Cultural Pluralism, *Interaction Process Analysis, Organizations (Groups), *Role Perception, *Rural Areas, Socialization, *Social Stratification, *Socioeconomic Influences, Speeches

When social cost of space is created in sparse regions, it becomes a further limiting force on population and economic growth. Social cost of space represents a deficit condition in which effective role performance and status acquisition are difficult to invent, achieve, and maintain, especially when faced with great change. A particularly destructive influence on effective role performance and status acquisition in the semi-arid and arid regions has come from external forces which have been exploitive and not constructive for the sparse regions' welfare. This paper identifies and conceptualizes ways in which role performance and status acquisition are: (1) limited by the social cost of space, and (2) interfered with by influences coming both from within and from outside the semi-arid and arid regions. The internal and external aspects of role and status deficits and exploratory hypotheses regarding role and status dynamics in sparsely populated regions are emphasized. Three situations involving external forces are described: (1) the town-country animosity created by the National Tax Equality Association; (2) the hostility against labor created by the National Right-to-Work Committee's campaigns; and (3) the discord and impoverishment perpetrated by the American Medical Association's conservative segment. (NQ)

ED 101 873 RC 008 294
Rural Education. Report No. 6, Royal Commission on Agriculture and Rural Life.
Royal Commission on Agriculture and Rural Life, Regina (Saskatchewan).
Pub Date 56
Note—47p.

EDRS Price MF-\$0.76 HC-\$24.75 PLUS
POSTAGE

Descriptors—*Academic Achievement, Adult Education, Attendance Patterns, Dropouts, *Educational Assessment, Educational Facilities, Educational Finance, *Educational Trends, Higher Education, Public Opinion, *Rural Education, *Socioeconomic Influences, Student Enrollment, Vocational Education
Identifiers—*Saskatchewan

Changes in the structure and operation of Saskatchewan's rural education system were examined. The aim was to find ways to equalize educational opportunity and raise the level of education. Data were obtained from: (1) public opinion derived from community forums, communities and organizations' briefs, and hearings at which representatives of communities and organizations testified; and (2) 4 separate questionnaires sent to secretary-treasurers of larger school units, superintendents, local school district boards, and teachers. This report discusses the: (1) problems in education as seen by the province's rural people; (2) environmental change and rural education; (3) regrouping of educational facilities; (4) larger units of administration; (5) educational finance, both expenditures and revenues; (6) staffing Saskatchewan schools; (7) retention of pupils; (8) continuation to higher education; (9) vocational education; and (10) continuing education for adults. Also given are a summary of the public's solutions to the educational problems and some recommendations by the Royal Commission on Agriculture and Rural Life. (NQ)

ED 101 874 RC 008 295
The Home and Family in Rural Saskatchewan. Report No. 10, Royal Commission on Agriculture and Rural Life.
Royal Commission on Agriculture and Rural Life, Regina (Saskatchewan).
Pub Date 56
Note—212p.

EDRS Price MF-\$0.76 HC-\$10.78 PLUS
POSTAGE

Descriptors—Environmental Influences, Family Problems, *Family Relationship, History, Homemakers Clubs, Housewives, Housing, *Life Style, *Living Standards, Public Opinion,

Research, *Rural Family, Rural Urban Differences, *Social Change, Social Services, Socioeconomic Influences
Identifiers—*Saskatchewan

Various aspects of rural homes and families in the changing environment of rural Saskatchewan were examined in terms of "level of living" (how they live) and "standard of living" (how they would like to live). Housewives, homemaker clubs, and other interested groups were questioned concerning certain features of family living which seem most related to other rural problems studied by the Royal Commission on Agriculture and Rural Life. Examined were: (1) problems affecting rural families as seen by the public; (2) material level of living of farm families from early settlement to present (1880-1955); (3) amenities of family living today; (4) family relationships in the rural family; (5) roles of the rural homemaker; (6) services for rural families; and (7) public proposals on the rural family. A summary of solutions to problems of the rural family as proposed by provincial organizations and consultants and the Commission's conclusions and recommendations were also given. The appendices included: supporting data for illustrations; definitions used in the 1951 census of Canada; sample and methods used for organization study; characteristics of field study families; a supplementary female interview form; explanation of family indexes; statistical significance of analytical material; characteristics and representativeness of the homemaker sample (125); and a women's services questionnaire. (AH)

ED 101 875 RC 008 296
Racial/Ethnic Distribution of Public School Students and Staff in New York State, 1973-74.
New York State Education Dept., Albany. Information Center on Education.
Pub Date 74
Note—96p.; For related document, see ED 089 901

EDRS Price MF-\$0.76 HC-\$4.43 PLUS
POSTAGE

Descriptors—American Indians, Asian Americans, Elementary Secondary Education, *Ethnic Distribution, Instructional Staff, *Minority Groups, Negroes, *Public Schools, Racial Composition, *Racial Distribution, School Districts, School Personnel, Spanish Speaking, Student Distribution, *Tables (Data)
Identifiers—*New York

Since 1966 racial/ethnic data has been collected annually from all public elementary and secondary schools in New York State. Such data is presented in eight tables. Table 1 gives the 1973-74 racial/ethnic distribution of public school students for the State's major school districts (Buffalo, New York, Rochester, Syracuse, and Yonkers), for the rest of the State, and for the State as a whole. Table 2 details the 1973-74 distribution of black and Spanish-surnamed American students by location in the State. Table 3 gives a percent distribution of public school students by racial/ethnic origin for the years of 1969-70 through 1973-74. Table 4 gives the number of schools and the number and percent of minority students in schools of differing racial composition. Tables 5 and 6 present the number and percent of black and Spanish-surnamed students in schools of differing racial composition. Table 7 gives the distribution of public school professional staff by racial/ethnic origin. Tables 8 gives a percent distribution of public school professional staff by racial/ethnic origin for the years 1969-70 through 1973-74. Appendixes A and B distribute public school students and professional staff by racial/ethnic origin for each school district in the State. (JC)

ED 101 876 RC 008 297
Dial, Adolph L. *Eliades, David K.*
The Only Land I Know: A History of the Lumbee Indians.
Pub Date 75
Note—188p.

Available from—Indian Historian Press, 1451 Masonic Ave., San Francisco, CA 94117 (\$6.00)

Document Not Available from EDRS.

Descriptors—Acculturation, *American Indians, *Cultural Background, Culture Conflict, Discriminatory Legislation, Education, *History, Identification (Psychological), Legends, Politics, Racial Differences, Religion, *Self Ac-

tualization, Social Class, Social Discrimination, *Tribes
Identifiers—*Lumbees

This book is basically a narrative of the major personalities, experiences, and fears of the Lumbee Indians of southeastern North Carolina. A pioneering effort to record the history of the Lumbees, the book is necessarily based on "logical supposition and oral history". It attempts to answer 2 questions: (1) Who are the Lumbee Indians; and (2) What are their origins? In 1953, approximately 40,000 Indians living mainly in Robeson County took the tribal name "Lumbee" from the Lumbee River. These Indians who have never been placed on reservations, nor been wards of the State or Federal government, were formerly known by several different names: Robeson Indians; Indians of Robeson County; Croatan Indians; and the Cherokee Indians of Robeson County. Though the Indian strain is very strong in the Lumbees, they have so thoroughly adopted the white man's ways, little remains of their Indian culture. They have always considered themselves Indian, as have the white communities surrounding them. Their history is one of struggle — struggle to gain acceptance as Indians, to escape the emasculating effects of discriminatory laws, and to join the mainstream of society as first-class citizens. A selected bibliography as well as the appendices which give a list of lost colonists, notable legislation, Lumbees in national affairs and in elective offices conclude the book. (AH)

ED 101 877 RC 008 303
Greaves, Fred
Longitudinal Enrollment Dynamics and Changes in Ethnic Proportionality.
Salinas Union High School District, Calif.
Pub Date 18 Mar 74
Note—11p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS
POSTAGE

Descriptors—Class Size, Dropout Rate, *Enrollment Trends, *Ethnic Distribution, *High School Students, Longitudinal Studies, *Spanish Speaking, *Tables (Data)
Identifiers—*California, Salinas

The Federal Racial/Ethnic Surveys of the Salinas Union High School District were examined to identify changes in ethnic proportions within a particular class from its entry in the 9th grade until the 12th grade. The 9th, 10th, 11th, and 12th grade proportional distributions are reported by school (Alisal High School, North Salinas High School, and Salinas High School) and district beginning with the year 1967. Although the totals of all racial and ethnic groups were used to compute percentages, only Spanish surnamed and the survey category "All Others", which includes everyone except American Indians, Native Americans, Blacks, and Spanish surnamed, are shown. A strong warning is given against "casual interpretation of the information presented as an authoritative indication of a dropout problem" since the longitudinal decreases may be due to such variables as: (1) transfers to other school districts, regular high schools (intradistrict), Salinas Adult School, home teaching, Special schools, city parochial schools, Mt. Toro High School, or New Directions School; (2) early graduation; (3) release from school to meet graduation requirements at Hartnell Community College; and (4) dropping out (discontinuation of progress towards satisfying high school diploma requirements). (NQ)

ED 101 878 RC 008 304
Sotomayor, Frank
Para Los Niños — For the Children: Improving Education for Mexican Americans.
Commission on Civil Rights, Washington, D.C.
Report No.—CCR-47
Pub Date Oct 74

Note—30p.; This publication and Report VI also available in Spanish
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402

EDRS Price MF-\$0.76 HC-\$1.95 PLUS
POSTAGE

Descriptors—Academic Achievement, *Bilingual Education, Changing Attitudes, Counselor Attitudes, *Educational Attitudes, Educational Disadvantage, *Mexican Americans, Self Concept, *Student Attitudes, *Teacher Attitudes

Identifiers—Chicanos, *Southwest

The U.S. Commission on Civil Rights conducted the Mexican American Education Study between 1969 and 1974. Drawn from the published and unpublished findings of this study, this report discusses the education of Mexican Americans in the 5 Southwestern states of Arizona, California, Colorado, New Mexico, and Texas, where about 85 percent of all Chicanos live. Additional material was obtained from interviews with students, parents, and educators throughout the Southwest. Topics discussed are: (1) the first day of school for a Chicano; (2) what students feel; (3) what teachers expect of Chicanos; (4) what schools are doing; and (5) bilingual/bicultural education. The report of the Mexican American Study are listed. (NQ)

ED 101 879 RC 008 306

Pieper, Hanns G. And Others
Perceptions of Quality of Life in Rural Open-Country Areas: A Case Study.

Georgia Univ., Athens. Dept. of Sociology and Anthropology.

Spons Agency—Cooperative State Research Service (DOA), Washington, D.C.

Pub Date 74

Note—19p.; Paper presented at the 1973-74 meeting of the Southern Association of Agricultural Scientists, Rural Sociology Section; Filmed from Best Copy Available

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Anglo Americans, *Community Leaders, Community Services, *Community Surveys, Educational Opportunities, Environment, Hypothesis Testing, Income, Law Enforcement, Living Standards, Negroes, Questionnaires, Rural Areas, *Social Change, *Southern States

Identifiers—*Quality of Life, Southern Regional Research Project S 79

Concerned with Southern populations of open-country rural areas, the objectives of this study were: (1) identification of changes in quality of life of the study population since 1960; (2) delineation of those aspects of quality of life considered inadequate by the residents; and (3) testing of the hypothesis that community leaders, due to their more favorable socio-economic and political status, view rural living conditions differently than the residents themselves. Via personal interview, respondents were asked questions relative to 6 areas: educational opportunities; county government and law enforcement; environmental conditions; availability of community services; income; and general quality of life for selected subgroups. The sample county predominantly rural nonfarm, was almost 50 percent black; median education level was 9.0; and median family income was \$5,973. Of the 25 community leaders, randomly chosen, 18 completed the interview. The randomly selected household sample afforded 72 completed questionnaires. Black respondents constituted a subsample of the total household group with 31 responses. Results revealed that community leaders tended to rate the current situation more favorably than the other two groups; all groups reported progress but the black group noted a slight decline in income, though they responded favorably to educational opportunities. (JC)

ED 101 880 RC 008 307

Moland, John, Jr.
Some Social Structural Correlates of Anomia Among Rural Blacks of Louisiana.

Spons Agency—Cooperative State Research Service (DOA), Washington, D.C.

Report No.—USDA(CSRS)-216-1519

Pub Date Feb 75

Note—15p.; Paper presented at the Rural Sociology Section of the Southern Association of Agricultural Scientists, New Orleans, Louisiana, February 1975

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Citizen Participation, Correlation, *Disadvantaged Groups, Education, Group Membership, Income, Morale, Negative Attitudes, *Negroes, Organizations (Groups), *Rural Areas, *Social Attitudes, Socioeconomic Status, Tables (Data), Voter Registration

Identifiers—*Anomia, Louisiana

The purpose of this study was to test the hypothesis that anomia as defined by the Srole scale (a measurement of despair, hopelessness, and retreatism) is inversely related to socio-

economic status (as measured by occupation, income, and education) and the amount of informal and formal group participation. Data were collected via random sample surveys (personal interviews with head of household or their substitutes) in 3 rural black parishes of Louisiana. The 594 respondents were asked to respond to the following Srole items: In spite of what people say, the lot of the average man is getting worse; It's hardly fair to bring children into the world with the way things look for the future; Nowadays a person has to live pretty much for today and let tomorrow take care of itself; These days a person doesn't really know who can count on; There's little use writing to public officials because often they aren't interested in the problems of the average man. Nearly two thirds of the respondents were classified in the high anomia scale category and significant inverse relationships were found in feelings of anomia as related to education, income, voter registration, and number of organizational affiliations (pessimism was lower among those who participated in secondary associations and/or the political process). (JC)

ED 101 881 RC 008 308

Smith, Kevin B. Ohlendorf, George W.
Marital and Procreative Projections of Rural Louisiana Youth: A Historical Comparison.

Louisiana State Univ., Baton Rouge. Agricultural Experiment Station.

Spons Agency—Cooperative State Research Service (DOA), Washington, D.C.

Report No.—USDA-CSRS-S-81

Pub Date Feb 75

Note—46p.; Paper presented at the Annual Meeting of the Southern Association of Agricultural Scientists (New Orleans, Louisiana, February 1975)

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Anglo Americans, *Changing Attitudes, Children, Comparative Analysis, Employment Patterns, *Expectation, *Family Planning, High School Students, Males, *Marriage, Negroes, Rural Urban Differences, *Rural Youth, Seniors, Sex Differences, Tables (Data), Working Women

Identifiers—*Louisiana
Changes in marital and procreative projections among rural Louisiana high school youth between 1968 and 1972 were examined. In 1968 a proportionate, stratified, random cluster sampling technique was employed to secure data on seniors from 13 white and 7 black high schools. In 1972 public school integration and the establishment of private schools prevented historical comparison of the same schools, but insofar as was possible an attempt was made to involve the specific respondents who would have been 1972 seniors in the 20 schools from 1968, corresponding to the racial grouping of the 1968 sample. In both instances an 18 page version of the 1968 S-61 Southern Youth Study questionnaire was group administered with the exception of one school in the 1972 sample (544 questionnaires were completed in 1968 and 453 in 1972). Data measuring change were analyzed by sex, race, and residence relative to the following items: (1) Desired Age at Marriage; (2) Number of Children Desired; (3) Number of Children Expected; (4) Desire for Wife Working After Marriage; (5) Expectation for Wife Working After Marriage; and (6) Importance of Family and Marriage. Tabular data constitutes the major portion of this paper, while a brief narrative describes the research procedure. (JC)

ED 101 882 RC 008 309

Miller, David B.
Correlates of Social Participation and Mobility Potentials Among Rural Low Income Families.

Rural Sociology Section of the Southern Association of Agricultural Scientists (New Orleans, Louisiana, February 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Academic Achievement, Age, Anglo Americans, *Correlation, Disadvantaged Groups, *Economically Disadvantaged, Family Influence, Heads of Households, Income, *Mobility, Negroes, *Rural Family, Sex (Characteristics), *Social Relations, Socioeconomic Influences

Identifiers—*Anomia, Mississippi

Based on the completed interview schedules of 74 black and 34 white rural household heads (from an East Mississippi county) making less than \$3,000 annually, the purpose of this study was to examine whether social participation of the impoverished may be correlated with the geographic mobility potential of household heads and their adult children. The extent of social participation was determined by assigning a numerical score to every social interaction beyond the nuclear family and each membership in a formal organization, from which an overall score was derived for each household head. Race was used as a control factor throughout the analysis. Srole's scale of anomie was utilized to determine the degree of social withdrawal among household heads. Results indicated impoverished household heads who had different levels of social participation did not differ significantly in the demographic, social, or economic factors nor in respect to participation levels, degree of anomie, or willingness to leave the community. But the children of impoverished parents who were participation inclined had significantly more formal education and moved significantly greater distances from their home of origin. (JC)

ED 101 883 RC 008 310

Some Qualitative Aspects of Youth's Occupational Status Projections: A Sex Comparison.

Spons Agency—Cooperative State Research Service (DOA), Washington, D.C.

Report No.—USDA(CSRS)-S-63; USDA(CSRS)-S-81

Pub Date Feb 75

Note—17p.; Paper presented at the Rural Sociology Section of the annual meeting of the Southern Association of Agricultural Scientists, New Orleans, Louisiana, February 1975

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—American Indians, Anglo Americans, Clerical Occupations, *Comparative Analysis, Elementary Secondary Education, Mexican Americans, Mothers, Negroes, *Occupational Aspiration, Professional Occupations, Rural Areas, *Rural Youth, *Sex Differences, *Southern States, Tables (Data)

Identifiers—*Southwestern States

The purpose of this comparison was to examine qualitative differences between male and female occupational aspirations to better understand similarities and/or differences in level of aspiration. Selected samples of students (3,123) and mothers (425) from 2 regional research projects constituted the source of data. Respondents were from low income families in predominantly rural areas of the Southern and Southwestern U.S. Data on 3 samples of black and white elementary students (North Carolina, Kentucky, and Mississippi) and 2 samples of mothers (Kentucky and Mississippi) from 1968 studies and data on East Texas black, white, and Chicano sophomores (1966 and 1972); Arizona Navaho sophomores (1972); and Mississippi Choctaw sophomores, juniors, and seniors (1974) were analyzed. One elementary sample was used in a high school follow-up analysis. Group administered questionnaires with open-ended aspiration elicitors established some degree of sample comparability. Findings revealed that occupational aspirations of elementary females and their mothers were narrowly clustered in 2 categories—middle professional (50 percent to 66 percent) and clerical (20 percent). Considerably more dispersion was noted for elementary males. Among high school respondents there was some increase in dispersion for females, but middle professional and clerical categories showed clustering (66 percent). High school males showed increased dispersion. (JC)

ED 101 884 RC 008 311

Baden, John A. And Others
Developing Pressures for Migration Toward Rural Areas.

Pub Date 25 Aug 74

Note—24p.; Paper presented at the Annual Meeting of the Rural Sociological Society (Montreal, Quebec, August 1974)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Attitudes, Economic Change, *Migration Patterns, Population Distribution, *Population Trends, Relocation, Research, *Residential Patterns, *Rural Areas, Surveys

Identifiers—*Urban Rural Migration

Gallup Polls conducted between 1966 and 1972 indicated that the percentage of persons stating they would prefer living in a city has steadily declined, reaching the all-time low of 13 percent in 1972. Interviews conducted with a sample of 1,806 Americans showed that while one-third of the respondents currently live in towns, villages, or rural areas, almost 60 percent would prefer to. Data collected in various state surveys are generally supportive of the national polling data. A statewide sample of over 3,000 Washington State residents indicated some degree of preference for life in areas characterized by smaller populations and more open country. When combined with a series of other factors, this preference may contribute to significant pressures for migration to areas that provide easy access to rural amenities. This paper discusses the hypothesis that such factors as reduced social overhead costs of space, the fact that outdoor amenity goods are superior goods, the increased independence of income from location, and the increased costs in high density areas will combine with the residential preferences that are already evident to create increased pressures for migration toward rural areas. (NQ)

ED 101 885 RC 008 312
Garcia, Nefalli G. And Others
Ethnic Identification and Political Attitudes
Among Mexican Youth in San Antonio, Texas.
Pub Date Apr 74

Note—42p.; Paper presented at the annual meeting of the Rocky Mountain Social Science Association, April 1974, El Paso, Texas

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—*Acculturation, Adult Leaders, Behavior Development, *Cultural Background, High School Students, Leadership Qualities, *Mexican Americans, Personal Values, *Political Attitudes, *Political Socialization
Identifiers—*Mexicanos

The ethnic identification and political attitudes of "mexicano" youth in San Antonio, Texas were examined during Spring 1973. The affect or attachment levels for various types of political leaders, as well as for the President and the policeman, were determined. Respondents were 170 "mexicano" students in the 7th, 9th, and 12th grades. A questionnaire, which replicated other data sets to facilitate comparability, was designed to tap (1) ethnic identification with 4 elements considered to be integral characteristics of the "mexicano" culture—language, contact with Mexico, cuisine, and folk medicine; and (2) the respondents' attitudes toward ethnic separation. Some findings were: (1) overall, a strong sense of ethnic identification continued to govern the life styles of "mexicanos" in San Antonio; (2) the language, way of life, traditions, and social interaction favored the persistence of the ethnic factor; (3) there was no discernable ideological preference in the affect or attachment choices, nor did there seem to be much support for Spanish surmamed leaders on the basis of their ethnicity; and (4) the range of awareness of political leaders was rather narrow. (NQ)

ED 101 886 RC 008 320
Streiff, Paul R.

Management Decisions in Indian Education. Audio/Visual Scripts for a Seven Program Series on School Management Options. Research and Evaluation Report Series No. 32.

Bureau of Indian Affairs (Dept. of Interior), Albuquerque, N. Mex.
Pub Date [75]

Note—150p.; Information on the availability of the slide-tape package can be obtained by contacting Indian Education Resources Center, Division of Evaluation, Research and Development, Bureau of Indian Affairs, P.O. Box 1788, Albuquerque, New Mexico 87103

EDRS Price MF-\$0.76 HC-\$6.97 PLUS POSTAGE

Descriptors—*American Indians, Community Control, Curriculum, *Decision Making, Educational Administration, *Educational Alternatives, Educational Assessment, Filmstrips, *Parent Education, Private Schools, Public Schools, School Planning, *Scripts, Self Actualization, State Federal Aid, Tape Recordings
Identifiers—BIA, *Bureau of Indian Affairs

Designed to promote informed decision making among Indian people whose children are currently attending a school operated by the Bureau

of Indian Affairs (BIA), this script for a seven-part program is made up of filmstrips and recordings which both ask questions and provide information. Program 1 is an introduction/orientation program centered around the fact that by June 30, 1975 at least one-fourth or 50 of the BIA schools "will operate under the management system chosen by those served by the school." Program 2 is concerned with needs assessment—evaluation of: educational goals of students and community; curriculum; activities outside the classroom; and school administration. Programs 3-6 define four known school management options—(1) the Federal School; (2) the Public School; (3) the Tribal-Private or Contract School (legally authorized by written contract between the BIA and a tribally authorized group); and (4) the Combination School (a combination of the legal and financial aspects of Public, Federal, and Tribal-Private Schools). A fifth option is described as any new school program that has not yet been tried. Entitled "Another Look: It's Your Move", program 7 reiterates the options presented in programs 3-6 and emphasizes the necessity for informed decision making on the part of parents. (JC)

ED 101 887 RC 008 321
Aguilar, Ignacio Wood, Virginia N.
Aspects of Death, Grief and Mourning in the Treatment of Spanish-Speaking Mental Patients.
Pub Date 24 Nov 74

Note—18p.; Paper presented at the Annual Meeting of the American Anthropology Association (73rd, Mexico City, 19-24 November 1974)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Catharsis, Cultural Background, Culture Conflict, *Death, Emotional Experience, *Institutionalized (Persons), *Mental Illness, *Mexican Americans, Milieu Therapy, Patients (Persons), *Sociodrama, Spanish Speaking

An intense preoccupation with death is evident in the Mexican culture's pre-Columbian art, myths, and religion. This preoccupation is still present in the urban Mexican American. A death in a Mexican family causes a set of emotions and events quite different from those seen in an Anglo family. The Mexican reaction to death is such that if the full process of mourning is not completed, it is possible that the survivors may find it so difficult to return to their "normal" life that they cease to function. Death and lack of resolution through mourning and grief are among the many events which may lead to a "nervous breakdown". The Xipe-Totec Clinica de Salud Mental, which has been in operation since November 1971 at Metropolitan State Hospital in Norwalk, California, uses these feelings to develop a ritual-drama to facilitate catharsis in Spanish-speaking mental patients. The patient is placed in a familiar cultural setting where the decorations and furnishings, language, music, social activities, and customs are such as to relax him and remove additional stress caused by conflict with the Anglo culture. The goal is to bring about a collective response in the group. Strong expression of emotion is the most important element in the "funeral ceremonies". Collective mourning for the dead is essential if the technique is to work therapeutically for the patient. (Author/NQ)

ED 101 888 RC 008 322
Johnson, Deborah, Ed. Moser, Collette, Ed.

Essays on the Public Employment Program in Rural Areas. Center for Rural Manpower and Public Affairs Special Paper No. 17.
Michigan State Univ., East Lansing. Center for Rural Manpower and Public Affairs.

Spons Agency—Manpower Administration (DOL), Washington, D.C.
Pub Date Oct 73

Note—95p.; For related documents, see RC 008 323 and 324

EDRS Price MF-\$0.76 HC-\$4.43 PLUS POSTAGE

Descriptors—*Employment Problems, *Essays, Interagency Coordination, Local Government, Manpower Development, *Policy Formation, *Program Development, Research Proposals, Reservations (Indian), Revenue Sharing, *Rural Areas, Southern States, Unemployment
Identifiers—Emergency Employment Act, *Public Employment Program

These eight essays on the Public Employment Program (PEP) were written by members of the Rural Manpower Policy Research Consortium. Essays are titled as follows: (1) "Public Service Employment and Manpower Policies in Rural Areas: Limitations of the Emergency Employment Act—EEA" (argument for integration of PEP with manpower, educational, and regional development policies); (2) "PEP: Special Problems of Rural Areas" (criticism of PEP's suitability to rural areas with a program proposal); (3) "Expansion of Needed Public Services in Rural Areas through Assistance from the EEA" (argument for integrated manpower programs and criticism of PEP); (4) "Public Employment in Rural Areas with Special Reference to the South" (contrast of EEA and Operation Mainstream); (5) "PEP Needs in the Rural South" (discussion of poverty, implicit and explicit barriers to public employment and analysis of employment needs); (6) "EEA—Some Basic Policy Questions with Special Reference to American Indian Reservations" (4 policy considerations); (7) "Experience of the EEA in Balance-of-State Michigan: Some Implications for Revenue Sharing in Rural Areas" (comparison of EEA and revenue sharing programs); (8) "A Comparative Study of Public Service Employment in Rural California: A Proposal" (research proposal on PEP in balance-of-state California towns). (Author)

ED 101 889 RC 008 323
Reul, Myrtle R.

Public Employment Program Needs in the Rural South.
Pub Date 73

Note—12p.; For related documents, see RC 008 324

Available from—Not available separately, see RC 008 322

Document Not Available from EDRS.

Descriptors—*Depressed Areas (Geographic), Educational Needs, *Federal Aid, *Human Services, Industry, *Job Development, Rural Areas, *Southern States, Transportation
Identifiers—*Public Employment Program

Almost 50 percent of the nation's poor reside in the South where 13 of every 100 whites and 41 of every 100 blacks are poor. The southern industries of ranching, dairy farming, cotton, and textiles are suffering from movement out of the area and development of competing products. Most new industries are small, labor oriented, low-profit-margin operations, since bigger operations have been fearful of training costs and the pressures of unions and fair employment practice in the South where they conceive the potential employee to be generally uneducated and malleable. Historical opposition to Federal control and recent experience with the fluctuations in defense spending reinforces southern aversion to Federal projects. But given the need for human services in the South, public employment must be concerned with improving education, health, and welfare. With additional Federal funding, jobs could be created via expanding the Public Housing Authorities and developing natural resource areas, highways, and more Federal computer and laboratory centers. The Federal formula for matching state dollars does not adequately meet southern needs, as these states are inherently poor. The cost of upgrading certain sections of the country should be examined, irrespective of how much of the tab that section can pay. (Author)

ED 101 890 RC 008 324
Hunter, Robert M.

Emergency Employment Act—Some Basic Policy Questions with Special Reference to American Indian Reservations.

Pub Date 73
Note—20p.; For related documents, see RC 008 323

Available from—Not available separately, see RC 008 322

Document Not Available from EDRS.

Descriptors—Administrative Organization, American Indians, Federal Aid, Federal Programs, Guidelines, *Interagency Coordination, Leadership, *Manpower Development, *Program Planning, *Reservations (Indian), *Self Actualization, Training, Tribes

Identifiers—BIA, Bureau of Indian Affairs, Department of Labor, *Public Employment Program

Given the history of Federal policy on Indian reservations and Indian reaction to that policy, the role of the Public Employment Program (PEP) on Indian reservations should be viewed in light of the following policy considerations: (1) the transitional and temporary nature of PEP; (2) the extent and use of Department of Labor (DOL) supplied program guidelines; (3) the lack of long range planning; and (4) the ill-defined relationship between the Bureau of Indian Affairs and DOL. The concept of Indian self-determination requires the full support of tribal leadership to develop the Indian's capability to manage his own affairs through comprehensive planning, integrated and coordinated programming, and efficient self-administration in accordance with requests of the tribes. The tribes are aware of the need for planning as evidenced in a resolution presented to regional officials by tribal representatives of Region VII at an Indian Manpower Conference in 1970 which calls for state and regional "comprehensive planning" for the tribes in their respective states in the areas of economic and community development, manpower planning and utilization, law and order, and youth development and delinquency prevention. (JC)

ED 101 891 RC 008 326

Skrabaneck, R. L.

More Women Than Men: Implications of the Changing Sex Ratio.

Texas A and M Univ., College Station. Texas Agricultural Experiment Station.; Texas A and M Univ., College Station. Texas Agricultural Extension Service.

Report No.—TAP-701

Pub Date 74

Note—5p.; Reprint from the Summer 1974, Texas Agricultural Progress, Vol. 20, No. 3, pages 23-26

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Age, Birth Rate, Economic Factors, Ethnic Groups, *Expectation, *Females, *Futures (of Society), *Males, Marriage, Political Issues, Rural Urban Differences, Social Change, Social Influences, Social Planning, Socioeconomic Status

Identifiers—Rural Urban Migration, *Sex Ratio, Texas

Texas, like the rest of the nation, is undergoing a shift toward an excess of females. Review of the changing balance of the sexes reveals that there were only 95.9 males per 100 females in 1970 with a projected drop to 93.8 by 1980. In 1950 Texas had an excess of 15,000 males, but by 1960 females outnumbered males by 90,000 and by 234,000 in 1970. Females outlive males (those born in 1974 can expect to outlive males by almost 8 years), and even though historically more males are born than females, the mortality rate for males is higher at every age level; therefore, the number of females begins to increase proportionately with each advancement of age. In Texas there are more males in rural than in urban areas (in 1970, 100.1 per 100 females), but that ratio is declining due partially to the influence of rural to urban migration. Texas has more males per 100 females among whites than among nonwhites, their sex ratios being 96.3 and 93.1 respectively in 1970. Generally, the balance between the sexes determines to an important extent future patterns of fertility, mortality, and migration. Specifically it influences the institution of marriage (older women may be marrying younger men), control of wealth (widowed females will inherit male controlled wealth), and politics (a larger female constituency may serve female interests). (JC)

ED 101 892 RC 008 327

Jimenez, Luis A.

The Ethnic Composition of Rural Youth in the United States: General Characteristics and Regional Comparisons. Information Report No. 73-3.

Prairie View A and M Coll., Texas; Texas A and M Univ., College Station. Texas Agricultural Experiment Station.

Spons Agency—Cooperative State Research Service (DOA), Washington, D.C.

Pub Date Sep 74

Note—56p.

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—Age, American Indians, *Census Figures, Ethnic Groups, Negroes, *Population

Distribution, *Racial Composition, *Rural Youth, Spanish Speaking, *Tables (Data)

Population characteristics of rural youth (persons under 25 years of age) living in the rural areas of the four national regions of North Central, Northeast, West, and South are presented. Emphasis is placed on describing the racial and ethnic variations shown by the target population; focus is on the regional distribution of ethnic minority groups: blacks, American Indians, and youth of Spanish heritage. Data were collected from various 1970 U.S. Census of Population final reports. This report is organized into six basic sections—five sections contain the analytical text and one presents detailed tabular data by regions. The analytical text discusses: (1) the youth of the nation, (2) the rural population under 25 by region, (3) regional comparisons, (4) the regional distribution of rural ethnic minority youth, and (5) findings, a brief summary. Tabular data provide figures on the total and rural populations under 25 in the U.S., organized by race or ethnic groups, sex, age subgroups, and regions. Definitions of technical terms used are provided in the appendix. (NQ)

ED 101 893 88 RC 008 328

Prince, Henry J.

Open-Concept School for Indian Education. Sault Ste. Marie, Michigan, Title III, ESEA 1973-74. External Evaluation Report.

Sault Sainte Marie Public Schools, Mich.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.; Michigan State Dept. of Education, Lansing.

Pub Date 19 Aug 74

Note—67p.; For related document, see ED 091 117; Best Copy Available

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—*Academic Achievement, Alternative Schools, *American Indians, Communication Skills, *Comparative Analysis, Educational Assessment, Elementary Education, Followup Studies, *Open Education, Parent Reaction, *Program Evaluation, Questionnaires, Standardized Tests, Student Attitudes, Teacher Aides, Teacher Attitudes

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III, Michigan, *Ojibways

An external evaluation reporting on the Title III, Elementary and Secondary Act, Open Concept School Program for Indian Education, focuses on cognitive and psychomotor development of experimental students, perceptions of the program (staff members, parents, and non-experimental teachers), and program accomplishment of other objectives, primarily process and procedural aims. Comparative data gathered over a 1 year period are presented in tabular form with accompanying narrative. Data are derived from teacher and on-site observations, parent and staff questionnaires, staff interviews, a junior high school followup study, standardized academic achievement tests, affective domain results, and a diffusion study. In terms of program objectives, data reveals that the staff has developed alternate staffing patterns and flexible student management practices, introduced early childhood education for preschoolers, provided individualized laboratory instruction, established learning centers in major subject areas, and increased parental understanding of educational objectives. Students have not improved their knowledge, comprehension, and application in language arts by an 0.75 grade level equivalent, but have accomplished these goals in mathematics. Generally the open concept program has been successful in meeting its objectives; its major weakness involves the language arts and reading components, and staff communication. (JC)

ED 101 894 88 RC 008 329

Bishop, Robert E.

Open Concept School for Indian Education.

Sault Sainte Marie Public Schools, Mich.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.; Michigan State Dept. of Education, Lansing.

Pub Date Jan 75

Note—49p.; Colored pages and photographs may reproduce marginally

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—*Academic Achievement, Alternative Schools, *American Indians, Communication Skills, Comparative Analysis, Educational Assessment, *Elementary Education, Followup Studies, *Open Education, Parent Reaction, *Program Evaluation, Questionnaires, Student Attitudes, Student Evaluation, Teacher Attitudes

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III, Michigan, *Ojibways

A Title III, Elementary and Secondary Education Act, open concept school program has been serving the Ojibway Indian Community for 4 years and has recently been evaluated. Derived from a project evaluation submitted August 19, 1974, this informal report presents comparative data on the open concept and traditional school. Using a "frequency observed" parameter, evaluators compared the experimental school with a traditional school from the same district via site observations. Transition from elementary to junior high school was evaluated via data relative to daily absences, discipline referrals, and academic failure in math, English, social studies, and sciences for grades 7 and 8. Parental attitudes were evaluated via 30 completed questionnaires (over 100 were solicited). Student attitudes were measured by a 25 item questionnaire wherein response was made via a picture of a "smiling", neutral, or negative face. Teacher attitudes were measured by a written questionnaire concerned with implementation procedures (lesson plans, classroom rules, discipline, work assignments, etc.). The evaluator's summation stated that "In general, the open concept program has exhibited success in meeting its objectives; its major weakness involves the language arts and reading components of the program, as well as staff communication". (JC)

ED 101 895 RC 008 330

Piippo, Teuvo Lihr, Silja

The Development of Organization Models for Early Education and Early Grades in Sparsely Populated Areas.

Finnish National Board of Education, Helsinki.

Research and Development Bureau.

Pub Date May 74

Note—23p.; Prepared by the Finnish team attending International Management Training for Educational Change training course on The Management of Change: Elementary Education (Lofthus, Norway, May 15-16, 1974)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Early Childhood Education, Environmental Research, *Experimental Curriculum, Experimental Teaching, National Programs, Objectives, *Preschool Programs, *Program Descriptions, *Program Development, Rural Areas, *Rural Education

Identifiers—*Finland

Since half of Finland is sparsely populated, the Finnish National Board of Education has initiated a preschool project for sparsely populated areas. Project goals are defined as the acquisition through research, experiment, and planning of information relative to sparsely populated areas and special problems of distance, small population base, industry, and special sociocultural features. This three stage project involves: (1) an interview inquiry (parent expectations and child needs) and a general design based on inquiry results (1972); (2) preparation of experimental teaching plans (spring 1973 for fall 1973 and fall 1973 for 1974) and inquiry into the environmental stimulation of the preschool aged in sparsely populated areas (1973); (3) initiation of the experiment using different forms of solution in several communities in North Karelia (1973-74) and multiple problem study in the latter half of 1973. Both internal and external evaluations are being employed. During stages of implementation (1974-75), the intention is to map obstacles and developments and plan accordingly; adjust teacher training; examine suitability of teaching materials and the institutes of daycare as stimulus environments; and conduct research relative to rural problems. Information derived from the project study will be used to aid in development of a consistent curriculum for rural preschool children. (JC)

ED 101 896 95 RC 008 331

Hale, James A.

A Model Program for Training Personnel to Develop Solutions to Major Educational

Problems in the Indian and Mexican-American Communities. Final Report.

New Mexico Univ., Albuquerque. Dept. of Educational Administration.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No.—BR-2-0589

Pub Date Dec 73

Grant—OEG-0-72-1586

Note—223p.

EDRS Price MF-\$0.76 HC-\$10.78 PLUS POSTAGE

Descriptors—*American Indians, Change Agents, Consortia, Educational Development, *Educational Researchers, *Higher Education, Interinstitutional Cooperation, *Mexican Americans, *Models, Program Evaluation, Skill Development, Summative Evaluation, Training

Identifiers—*Chicanos

The program's objective was to train a cadre of research and development specialists with competencies to strengthen and institutionalize organizational assessment and program development within higher education institutions serving large numbers of Chicano and Native American students. The project's two major thrusts were: (1) project management and consortium arrangements and (2) articulation of curriculum objectives, content, and activities. Faculty members and administrators from 17 2-year and 4-year "developing" institutions of higher education located in the Southwestern United States participated. The research training program consisted of: (1) an entry skills diagnostic test administered prior to the start of formal instruction; (2) a formal academic training phase; and (3) a practicum or followup phase conducted at the parent institution and at the Educational Testing Service. Both "enroute" and terminal performance measures were used in the program's evaluation. Although the model was deficient along some lines, it proved to be useful in identifying the major dimensions of a training program. This report contains documentation of the program objectives, activities, and evaluation and the results of testing a transportable training model. External evaluator's reports (pre-post, comparative, and summative) are included in the form submitted. (NQ)

ED 101 897 RC 008 332

Baird, Frank L.

An Anglo View of Mexican Americans. "Public Service", Vol. 1, No. 2, February 1974.

Texas Tech Univ., Lubbock. Center for Public Service.

Spons Agency—Lubbock Chamber of Commerce, Tex.

Pub Date Feb 74

Note—6p.

Journal Cit.—Public Service; V1 n2 Feb 1974

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Anglo Americans, *Attitudes, *Cultural Interrelationships, Group Relations, Interpersonal Relationship, *Mexican Americans, Politics, Social Relations, Stereotypes, *Surveys

Identifiers—*Lubbock, Texas

A survey, conducted in late 1972, assessed Anglos' views of Lubbock's 17.3 percent Mexican American population and their perceptions of local Anglos' feelings concerning Mexican Americans. Respondents were 550 Lubbock Anglo households randomly selected from the local city directory. Respondents represented a cross-section of Anglo Lubbockites, averaging 36 years old, with more than 1 year of college, head of a family of 3.8 persons, and receiving an annual income of \$11,250. Questionnaires were distributed by students to the respondents who were asked to read over the questionnaire while the student waited so as to be available to explain anything which the respondent felt needed clarification. Some findings were: (1) Anglos perceived Mexican Americans as individuals rather than as a monolithic stereotyped mass; (2) Anglos said they would not reject a Mexican American at the polls if he were otherwise qualified and the office he sought was a local one even though no Mexican American candidate had yet been successful; (3) 52.9 percent of the respondents considered relations between themselves and Mexican Americans were only "average" while 17.1 percent felt they were "poor"; and (4) 65.2 percent preferred

that Mexican Americans join Anglo organizations rather than form their own. (NQ)

ED 101 898 88 RC 008 333

Pearson, L. Roger, Comp.

Homemade Innovative Play Equipment.

Macomb County Intermediate School District, Mount Clemens, Mich.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.; Office of Education (DHEW), Washington, D.C. Projects to Advance Creativity in Education.

Grant—OEG-0-72-5454-233563

Note—95p.

EDRS Price MF-\$0.76 HC-\$4.43 PLUS POSTAGE

Descriptors—Blueprints, Costs, *Creative Activities, *Equipment, Instructional Materials, Muscular Strength, Outdoor Education, *Physical Education, *Physically Handicapped, Playground Activities, Recreational Activities, *Resource Guides

Identifiers—*Elementary Secondary Education Act Title III, ESEA Title III

Sponsored by the Title III Elementary and Secondary Education Act Project "Discovery Outdoor Education", this guide is a collection of inexpensive, innovative, homemade equipment and devices for physical activities. Although designed for the impaired, disabled, and handicapped, these materials are adaptable to and applicable for groups and individuals of all ages for use in physical education, recreation, camping, playground, and related programs. With emphasis on creative, non-restrictive play, this guide presents brief sections on balance and resistance activities with a major section devoted to equipment relative to balance, vaulting and jumping, climbing and hanging, muscular strength and endurance, and rhythm and games. Each device is presented via a detailed sketch accompanied by delineation of purpose, possible activity use, helpful hints, safety considerations, materials needed for construction, and the approximate cost (from \$1.00 to \$35.00). Appendices A, B, C, and D present contributors, an appraisal guide (a questionnaire designed to elicit the user's appraisal of strengths and/or weaknesses of the equipment), a questionnaire requesting suggestions for additional equipment, and a classification index wherein equipment is indexed by purpose. (JC)

ED 101 899 RC 008 334

National Rural Manpower Conference. Summary of Proceedings (January 10-12, 1972, San Diego, California).

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.

Pub Date 12 Jan 72

Note—54p.

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—*Agency Role, *Conference Reports, Delivery Systems, *Interagency Coordination, *Manpower Development, Migrant Workers, Program Descriptions, *Rural Areas, Rural Population, Speeches, State Agencies

The annual conference was held to: (1) review the previous year's activities of the Rural Manpower Service and its cooperating agencies; (2) discuss plans for the new year; and (3) study the problems of rural areas. Most of the 300 persons attending the conference were officials of the Manpower Administration and its affiliated State agencies. The speeches, panels, and plenary sessions revealed the degree of progress in breaking with the past. In keeping with the Rural Manpower Service's new strategy of less emphasis of farm placement activity, innovative programs were initiated to improve service to both farm and nonfarm rural workers. This report gives the speeches and discussions from the plenary sessions and panels. Topics covered include: achievement of equity in rural America; more jobs for rural America; organization for doing the rural manpower job; State plans of service; the National Migrant Farmworker Training Program; staff development and reorientation; the rural manpower delivery systems; the Area Concept Expansion Program; Smaller Communities Program; Operation Hitchhike; and currently operating programs designed to increase the opportunities for rural residents to secure jobs. (NQ)

ED 101 900

RC 008 335

Jordan, Max F.

Rural Industrialization in the Ozarks: Case Study of a New Shirt Plant at Gasville, Arkansas. Agricultural Economic Report No. 123.

Arkansas Agricultural Experiment Station, Fayetteville.

Spons Agency—Economic Research Service (DOA), Washington, D.C.

Report No.—AER-123

Pub Date Nov 67

Note—28p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Case Studies, Comparative Analysis, *Depressed Areas (Geographic), *Economic Development, Employment Statistics, Income, *Job Development, Manpower Utilization, *Manufacturing Industry, Public Facilities, *Rural Areas, Tables (Data), Working Women

Identifiers—*Arkansas

To determine the short term effects of a large apparel plant on the economy of a relatively isolated, highly rural Ozark area (8 counties), characterized by low income and few employment opportunities, this study compared 1959 data on the study area and the state of Arkansas with similar post plant data (1960-1963). Data were compared on income distribution, major income sources, agriculture, labor force characteristics, educational distribution, public facilities, employment (manufacturing, nonmanufacturing, and covered), jobs generated by shirt plant, estimated income increase, and paid unemployment benefits. Approximately a 13 percent increase in total personal income was attributed to the shirt plant which began operations in the fall of 1960 at Gasville in Baxter County. Total annual employment at the plant was estimated to have become stabilized at about 1,170 persons (750 jobs in the plant itself with an estimated \$2.2 million payroll, 85 indirect jobs in the study area, and 335 jobs elsewhere, most employees being women), but due to a slowdown of male out migration and the addition of previously unemployed females to the unemployed roles, unemployment was not significantly reduced. Though public schools were little affected, improved medical facilities, a public water system, an airport, and a fire department were among the public facilities resulting from plant development. (JC)

ED 101 901 95 RC 008 337

Teachout, Margaret Schrouder, Sue

Hou Kola: Directory of Services on the Standing Rock Sioux Reservation.

National Indian Education Association, Minneapolis, Minn.; Standing Rock Tribal Library, Fort Yates, N. Dak.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 74

Note—69p.

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—Administrative Agencies, Business, Church Programs, *Directories, Educational Programs, Governmental Structure, Health Services, *Human Services, *Organizations (Groups), *Program Descriptions, *Reservations (Indian)

Identifiers—*Sioux, Standing Rock Sioux Reservation

Prepared by the Standing Rock Sioux Tribal Library, this directory cites the existing services and their sponsoring agencies found today on the Standing Rock Sioux Reservation which lies in both North and South Dakota. The various services are listed according to: (1) Government Organizations; (2) Educational Institutions; (3) Social Services such as churches, health, law enforcement, housing, and employment; and (4) Community Businesses. The goals, history, and services offered by the Standing Rock Sioux Tribal Library are discussed. Also included are: (1) a two-page map of the Standing Rock Sioux Reservation; (2) original administrative charts of the structure of the Standing Rock Sioux Tribal government and the Standing Rock Agency; and (3) an index of the various services listed. (NQ)

ED 101 902 RC 008 338

Lever, Michael F.

Selected Occupational Status Projections of Southern Youth: An Analysis by Sex, Race, and Socio-Economic Status.

Pub Date Jan 69

Note—162p.; Master's Thesis, Texas A&M University, College Station, Texas Available from—Inter-Library Loan, Texas A&M University, College Station, Texas

Document Not Available from EDRS.

Descriptors—*Anglo Americans, *Expectation, Grade 10, High School Students, Masters Theses, *Negroes, *Occupational Aspiration, Rural Youth, Sex (Characteristics), *Socioeconomic Status, Southern States, Tables (Data)

The primary objective of this study was to develop empirical generalizations regarding occupational status projections of non-metropolitan Southern youth. Using a standardized survey instrument, data were collected (1966 and 1967) from 5 Southern states (Alabama, Mississippi, Georgia, South Carolina, and Texas). The sample consisted of approximately 3,000 black and white, male and female, high school sophomores. Main analysis focused on association between occupational status projections and the respondents' socioeconomic status. Questionnaires designed to elicit response relative to occupational expectation, anticipatory deflection, intensity of aspiration, certainty of expectation, and socioeconomic status were administered, as part of a larger study, by each state. Although there was a decline in occupational level from aspirations to expectations, the majority of respondents did not anticipate downward deflection from their aspirations. Socioeconomic status was found to be positively associated with both aspirations and expectations and negatively associated with anticipatory deflection, and differences between the sexes were found to be greater than differences between the races. For each race-sex category of respondents, the majority aspired to and expected relatively high status occupations. (JC)

ED 101 903 RC 008 339

Ohlendorf, George W.

Place of Residence Projections of Rural Louisiana Youth: A Historical Comparison.

Louisiana State Univ., Baton Rouge. Agricultural Experiment Station.

Spons Agency—Cooperative State Research Service (DOA), Washington, D.C.

Report No.—LAES-1231; USDA(CSR5)-S-81

Pub Date Mar 74

Note—57p.; Paper presented at the Annual Meeting of the Southwestern Sociological Association, Dallas, Texas, March 1974

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—Anglo Americans, *Aspiration, *Changing Attitudes, *Comparative Analysis, *Expectation, High School Students, Negroes, Rural Urban Differences, *Rural Youth, Seniors, Sex (Characteristics), Tables (Data)

Identifiers—Louisiana, *Place of Residence

Change in place of residence projections among rural Louisiana high school seniors was analyzed for the years 1968 and 1972. A proportionate, stratified random cluster sampling technique was employed for sample selection. A total of 20 schools (13 white and 7 black) constituted sample selection for 1968. In 1972 public school integration and establishment of private academies confounded opportunity to study historical change in the same schools, but a racial grouping corresponding to the 1968 study was utilized, and an attempt was made to involve the specific respondents who would have been 1972 seniors in the 20 schools from 1968. In both studies an 18 page version of the 1968 S-61 Southern Youth Study questionnaire was group administered to 544 (1968) and 453 (1972) seniors, though the 1972 questionnaire included the Occupational Aspiration Scale and significant-other influence items and 17 additional mailed responses. Change was measured in terms of (1) residence aspirations; (2) residence expectations; (3) anticipatory deflection; (4) intensity of aspiration; and (5) certainty of expectations, as identified by race, sex, and place of residence. Findings reported via tabular data constituted the major portion of this comparative study. (JC)

ED 101 904 RC 008 340

Federal and State Indian Reservations and Indian Trust Areas.

Department of Commerce, Washington, D.C.

Pub Date 74

Note—617p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 0311-00076; \$5.90)

EDRS Price MF-\$1.08 HC-\$31.10 PLUS POSTAGE

Descriptors—*American Indians, Census Figures, Climatic Factors, Cultural Background, *Directories, Economic Factors, Educational Background, Eskimos, Facilities, Government (Administrative Body), Labor Force, Local History, *Population Distribution, Recreational Activities, *Reservations (Indian), *Tribes

This directory provides information relative to the incorporated Native American villages of Alaska and the American Indian reservations of mainland U.S. There are approximately 170 Alaskan entries which identify the name of the Native American corporation, its address, the number of villages incorporated, population number, racial distribution, and land status. Each of the some 400 entries on the American Indian reservations include the following items of information: (1) reservation name; (2) county and state location; (3) tribal name; (4) address of tribal headquarters; (5) population number; (6) land status; (7) a brief history; (8) a brief cultural sketch; (9) tribal government; (10) tribal economy; (11) climate; (12) transportation (in terms of accessibility); (13) community facilities; and (13) vital statistics (population of Indians residing on or adjacent to reservation, labor force, employment vs unemployed, and average educational level when identifiable). Reference is also made to recreational activities in some entries. Population data is derived from the Bureau of Indian Affairs' 1969-1973 census figures. (JC)

ED 101 905 RC 008 341

Garcia, F. Chris

The Political World of the Chicano Child.

Pub Date 8 Sep 73

Note—45p.; Paper presented at the Annual Meeting of the American Political Science Association (New Orleans, Louisiana, September 1973)

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Affective Behavior, *Cognitive Development, Colonialism, *Cross Cultural Studies, Cultural Background, Curriculum, Family Attitudes, *Mexican Americans, Motivation, *Political Attitudes, *Political Socialization, Role Perception, Self Concept

Identifiers—*Chicanos

Chicanos comprise both the oldest and newest minority in the United States with the largest number being second and third generation. They are characterized by great intra-group diversity along generational, locational, socioeconomic, and acculturational lines. There is also evidence of increasing differentiation in social relations with non-Chicanos, in family patterns, and in the maintenance of cultural distinctiveness. Yet, Chicanos share, to varying degrees, some common elements of history, culture, "blood", and position relative to the American core culture. The political experiences of a Mexican American youngster are different from those of his core culture counterpart. His political world is more "locally circumscribed" than that of core culture children. The Chicano's political development is influenced by 3 complex and interrelated phenomena: (1) his cultural values; (2) his contacts with the dominant core culture; and (3) his societal position which results from both his cultural values and his contacts with the dominant core culture. His political development is also influenced by colonialism, his physical distinctiveness, his language, the school, the local community (barrio), authority relations, and his family. (Author/NQ)

ED 101 906 RC 008 342

Lux, Guillermo

Historical Basis for a "Raza" Typology.

Pub Date 15 Nov 74

Note—23p.; Paper presented at the annual meeting of the Southern Historical Association (Dallas, Texas, 15 November 1974)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Acculturation, *Activism, American History, Colonialism, Definitions, Interaction, *Intergroup Relations, *Mexican American History, *Mexican Americans, Social Class, Spanish Speaking, Subculture, *Typology

Identifiers—*Chicanos

Historically, the dominant culture in the United States has, consciously or inadvertently, attempted to assimilate minority cultures—hence, the term "melting pot". Yet despite several centuries of systematic Americanization, there remains a definite cultural mosaic in the United States. In the post-Melting Pot Era, such terms as Chicano, Mexican American, Spanish, Latino, Hispano, and Spanish American have been used interchangeably to refer to a person of Spanish, Mexican, and Indian descent. This ambiguity in usage exists because social realities, the complexities of intra-group dynamics, and different subgroup life styles have been disregarded. There is further confusion and misuse because of the preferred label usage self-imposed by the people themselves in different geographical areas. Ideological differences, social class status, socioeconomic status, age, and politico-social consciousness are overriding factors. All "raza" types participate in varying degrees and intensity in "El Movimiento". This paper sorts out some of the "raza" types, shows "raza" group interaction and thereby differentiates between the subgroups, and discusses "El Movimiento" activities (usually dismissed as militancy) by other "raza" than Chicanos. (Author/NQ)

ED 101 907 24 RC 008 343

Outdoor Education, A Selected Bibliography (with ERIC Abstracts). ERIC/CRESS Supplement No. 4.

New Mexico State Univ., University Park. ERIC Clearinghouse on Rural Education and Small Schools.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Bureau No.—BR-6-2469

Pub Date Feb 75

Contract—OEC-1-6-062469-1574(14)

Note—126p.; For related documents, see ED 087 582

Available from—National Educational Laboratory Publishers, Inc., 813 Airport Blvd., Austin, Texas 78702 (Stock No. EC-024; \$5.00)

EDRS Price MF-\$0.76 HC-\$6.97 PLUS POSTAGE

Descriptors—*Abstracts, *Annotated Bibliographies, Camping, *Conservation Education, Curriculum Development, Documentation, Educational Resources, Enrichment Activities, *Environmental Education, Instructional Materials, Natural Resources, *Outdoor Education, Program Descriptions, Subject Index Terms, Teaching Guides

Compiled for school administrators, teachers, researchers, information specialists, professional organizations, students, and others interested in locating and using educational resources on outdoor education, this bibliography is a supplement to four previous publications by the Educational Resources Information Center/Clearinghouse on Rural Education and Small Schools (ERIC/CRESS). Part 1 contains 70 citations and abstracts which have appeared in Resources in Education (RIE), an ERIC publication. RIE document resumes (January 1974-December 1974) are reproduced; they include ERIC accession number (ED), author(s), title, source(s), date of publication, ERIC Document Reproduction Service price or alternate availability, descriptors, identifier(s), and an abstract. Part 2 contains 66 citations from Current Index to Journals in Education (CJIE), also an ERIC publication. Brief annotations appear only when descriptors and identifiers cannot adequately describe the article. A combined RIE and CJIE subject index and an ERIC document reproduction order form are also provided. Entries cover a wide variety of educational materials relative to outdoor education. These include research reports, program descriptions and evaluations, teaching guides, enrichment activities, etc. (JC)

ED 101 908 RC 008 344

Ford, Phyllis M. And Others

Resident Sites for Outdoor Education.

Oregon Univ., Eugene. Center of Leisure Studies.

Pub Date 74

Note—54p.

Available from—Center of Leisure Studies, 1587 Agate Street, Eugene, Oregon 97403 (\$2.00)

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—Buildings, *Elementary Secondary Education, Equipment, Facility Guidelines, *Literature Reviews, Maintenance, *Outdoor

Education, *Resource Guides, Site Analysis, *Site Selection, Surveys
Identifiers—Oregon, *Resident Places Survey

In an attempt to develop a set of recommendations for resident outdoor education sites for Oregon, this guide reviews relevant literature, surveys and analyzes existing sites, and presents recommendations. The literature survey focuses on site size and ownership; distance from schools; season of use; capacity; natural attributes; living accommodations, maintenance and storage, administration area, indoor and outdoor educational areas and facilities. Questionnaires completed by 45 directors of resident outdoor education sites are analyzed in terms of the five categories surveyed (General, Natural Attributes, Indoor Areas/Facilities, Outdoor Areas/Facilities, and Equipment/Supplies). Recommendations state that a site should: operate 12 months a year; accommodate 100 to 200 participants, plus staff; be developed for flexible use by both sexes of all ages and accommodate those who are handicapped; consist of a minimum of 1.5 acres per person with a variety of topographical features; be located within a 15 to 20 mile distance from a hospital; have one or more types of water resources; have winterized quarters; and provide toilets, showers, a heated dining hall, an infirmary, laundry facilities, administration building, a director's and caretaker's residence, maintenance and storage buildings, nurse's quarters, and guest facilities. (JC)

ED 101 909 24 RC 008 345

Migrant Education, A Selected Bibliography (with ERIC Abstracts). ERIC/CRESS Supplement No. 5.

New Mexico State Univ., University Park. ERIC Clearinghouse on Rural Education and Small Schools.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
 Bureau No.—BR-6-2469
 Pub Date Mar 75

Contract—OEC-1-6-062469-1574(14)

Note—123p.; For related documents, see ED 087 599

Available from—National Educational Laboratory Publishers, Inc., 813 Airport Blvd., Austin, Texas 78702 (Stock No. EC-025; \$5.00)

EDRS Price MF-\$0.76 HC-\$5.70 PLUS POSTAGE

Descriptors—*Abstracts, Agricultural Laborers, *Annotated Bibliographies, Educational Programs, Mexican Americans, Migrant Child Education, *Migrant Education, Migrants, Program Evaluation, *Publications, *Subject Index Terms

A supplement to five previous bibliographies, this bibliography provides access to some of the latest research findings or developments in migrant education. Ninety-two documents and 17 journal articles published between 1969 and 1974 are cited. Part 1 contains citations and abstracts which appeared in Resources in Education (RIE) from January 1974 through December 1974. Part 2 includes citations of journal articles which appeared in Current Index to Journals in Education (CIJE) from January 1974 through December 1974. The citations cover such topics as agricultural laborers, educational programs, economic disadvantage, Federal programs, Mexican Americans, migrant child education, program evaluations, migrant workers, and migrants. A combined RIE and CIJE subject index is provided to assist the user in locating citations pertaining to a given subject area within the realm of migrant education. Ordering information is appended. (NQ)

ED 101 910 34 RC 008 347

Crawford, Harold B. Educational and Occupational Aspirations and Expectations of Galveston High School Students.

Pub Date May 75
 Note—124p.; Ed.D. Dissertation, New Mexico State University

Available from—Inter-Library Loan, New Mexico State University, Las Cruces, N. Mex. 88003

Document Not Available from EDRS.

Descriptors—Academic Aspiration, Anglo Americans, *Aspiration, Doctoral Theses, Ethnic Groups, *Expectation, *High School Students, Literature Reviews, *Mexican Americans, *Negro Students, Occupational Aspiration, Sex (Characteristics), Statistical Analysis, Tables (Data)

Identifiers—Galveston, *Texas

The study surveyed the educational and occupational status orientations of 914 Anglo, Black, and Mexican American high school sophomores and seniors in Galveston, Texas. Responses were compared by sex, age, ethnicity, grade level, and school program in which enrolled (general, academic, or vocational). A 4-way analysis of variance procedure using orthogonal polynomial contrasts produced the significance levels of these independent variables on the dependent variables of aspiration and expectation levels, anticipatory goal deflection, aspiration intensity, and expectation certainty. A questionnaire, developed at Texas A&M University and widely used in status projection studies, was group-administered to selected classes in Ball High School during Spring 1974. Among the findings, which substantiated the growing body of literature concerning student aspirations, were: (1) ethnic groups were more similar than different, relative to their occupational status orientations; (2) although Blacks maintained higher educational aspirations than Mexican Americans, both groups had stronger desires to accomplish their educational objectives than Anglos did; (3) females had stronger desires to achieve their educational goals and desired significantly higher occupational positions; and (4) sophomores were more determined to accomplish their educational goals. (Author/NQ)

ED 101 911 RC 008 349

Supysau: A Documentary Report on the Conditions of Indian Peoples in Brazil.

Pub Date Nov 74

Note—64p.

Available from—Indigena, P.O. Box 4073, Berkeley, California 94704 (\$1.50 plus postage)

Document Not Available from EDRS.

Descriptors—*American Indians, Conflict, Developing Nations, *Disadvantaged Environment, *Disadvantaged Groups, *Foreign Countries, Policy, Racial Discrimination, Socioeconomic Background, *Technological Advancement, Tribes

Identifiers—*Brazil

Given in this documentary report are 4 reports which discuss American Indian policy and practice in Brazil since 1970. They factually document what is happening to Brazilian Indian tribes in the name of "progress," "integration," and "growth." The articles are entitled: (1) "Genocide"; (2) "Y-Juca-Pirama"; (3) "The Policy of Genocide Against the Indians of Brazil"; and (4) "The Rape of Indian Territory: Foreign Aid and Investment in the Brazilian Amazon." The first report is an abridged version of Norman Lewis's article on "Genocide" which created the original international scandal about Indian policy in Brazil. "Y-Juca-Pirama," written by a group of Brazilian bishops and clerics, documents the contemporary nature of Indian policy in Brazil. The third report is an abridged version of a report presented at the XLI International Congress of Americanists in Mexico City, September 1974. The final report is a chart of foreign aid and investment programs in the Amazon region. Also included are: (1) listings of organizations in support of Amazonian Indian rights and Brazil's Indian groups and (2) a map of Indian groups, culture areas, and the trans-Amazonian road system. (NQ)

ED 101 912 RC 008 350

National Office for Migrant and Seasonal Farmworkers: Hearings Before the Subcommittee on Agricultural Labor of the Committee on Education and Labor, House of Representatives, 93rd Congress, 2nd Session on H.R. 12257, September 26, 1974.

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

Pub Date 26 Sep 74
 Note—74p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.76 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—*Agency Role, Agricultural Laborers, *Federal Legislation, *Federal Programs, Government Role, Migrant Problems, *Migrant Workers, Needs, *Seasonal Laborers

Identifiers—*H R 12257

Categorical programs presently delivering services to migrant and seasonal farmworkers are diffusely spread throughout several departments and agencies of the Federal Government. On September 26, 1974, the House of Representatives Subcommittee on Agricultural Labor of the

Committee on Education and Labor met to hear testimony on H.R. 12257 and related legislation. The bill (H.R. 12257) provides for the establishment of a National Office for Migrant and Seasonal Farmworkers within the Department of Health, Education, and Welfare. This office would be responsible for the coordinated administration of all the programs of that Department serving migrant and seasonal farmworkers. The testimony consisted of discussions of the legislation and its provisions; the migrants' problems; current activities of the Department of Labor; overall needs of farmworkers; rationale for a National/Federal Migrant Office; and an overview of the New York State Migrant Center. Among the witnesses were representatives from the: Raza Association of Spanish Surnamed Americans; National Association of Farmworker Programs; Program Funding, Inc.; Association of Farmworker Opportunity Programs; New York State Migrant Center; Hidalgo County (Texas) Economic Development Corporation (Edinburg, Texas) and National Council of La Raza. (NQ)

ED 101 913 RC 008 354

International Conference on Education in Sparsely Populated Rural Areas (7th, Golspie High School, County of Sutherland, Scotland, July 9-17, 1974). Interskola Golspie '74 Report.

Aberdeen Coll. of Education (Scotland).
 Pub Date 74

Note—261p.; For related documents, see RC 008 355-359. Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.76 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—Accountability, *Administrative Problems, Bilingual Education, Conference Reports, *Educational Policy, *Elementary Secondary Education, Feeder Patterns, Local Government, Population Trends, Primary Education, *Regional Planning, *Rural Education, Rural Population, School Redistricting, Secondary Education, Sociocultural Patterns

Identifiers—Rural Urban Migration, *Scotland

Papers from a conference series initiated in the Aberdeen College of Education in 1968 and recently held in Golspie, Scotland (July 1974), address policy oriented recommendations relative to rural education. This conference report is intended to serve as a useful source of ideas; as background information on international rural educational thinking; as encouragement to others to associate themselves with this conference; and particularly this year, in the context of Scottish education, as a guide to the future for all concerned with problems in the enlarged perspective of the new Scottish Regions, especially administrative and professional staff in the Educational Offices and those in the Regional Education Committees. Designed to be of maximum relevance to the 1974 Scottish situation, conference themes are, nonetheless, applicable to rural areas in general. Themes include: (1) the educational implications of regionalization; (2) problems facing rural schools (primary, secondary, and administrative); (3) education and rural depopulation; and (4) problems of language and culture (special reference to Gaelic and bilingual education). Questions derived from these themes are presented in conjunction with individual working committee resolutions and/or recommendations (some 60 conference participants representing Norway, Scotland, Ireland, Sweden, and Wales). (JC)

ED 101 914 RC 008 355

Macdonald, R. The Educational Implications of Regionalisation.
 Pub Date 74

Note—20p.; For related documents, see RC 008 354-359

Available from—Not available separately, see RC 008 354

Document Not Available from EDRS.

Descriptors—Advisory Committees, *Communication Problems, Community Involvement, Cooperative Planning, Curriculum Development, Distance, *Educational Administration, Elementary Secondary Education, Inservice Teacher Education, *Local Government, Parent School Relationship, Political Influences, *Rural Education, *School Redistricting, Speeches

Identifiers—*Scotland

As of May 1975 the structure of Scottish local government will experience a change that will af-

fect rural education, as districts will be reorganized for purposes of encouraging local control. In reference to this new structuring, the following questions must be considered: (1) Since it has been claimed that existing small school authorities lack the financial resources necessary for a full range of educational provision, what criteria should be used to determine the most effective form of educational administration? (2) How can regional councillors keep in touch with regional education problems when in the Highlands, for example, there will be 16 educational committee members responsible for 9,800 square miles? (3) Since the new system may create feelings of psychological remoteness between parents and the education office, teachers, and administrative staff, what action should be taken to create administrative accessibility? (4) How should curricular development and inservice training be reflected in the provision of advisory services and training facilities? (5) What functions might properly be allocated to the new school and college councils (representing parent, teacher, religious, and industrial interests)? (6) Since new regional authority members will be closely identified with national political parties, will party politics in regional government be educationally advantageous? (JC)

ED 101 915 RC 008 356

Stewart, C. E. And Others
Problems Facing Rural Schools.

Pub Date 74

Note—32p.; For related documents, see RC 008

354-359

Available from—Not available separately, see RC

008 354

Document Not Available from EDRS.

Descriptors—Change Agents, Community Support, Cooperative Planning, Educational Assessment, *Educational Problems, Feeder Patterns, One Teacher Schools, *Organizational Effectiveness, *Primary Education, *Rural Education, *Secondary Education, Shared Services, Small Schools, Speeches, Teacher Education, Workshops
Identifiers—*Scotland

Problems facing rural Scottish schools range from short term consideration of daily operation to long term consideration of organizational alternatives. Addressed specifically, such problems include consideration of: (1) liaison between a secondary school and its feeder primary schools; (2) preservice teacher training for work in small, isolated primary schools to combat the effect of professional and social isolation; (3) the impact of alien ways of life on the small school and its traditions; (4) degree of personal restriction in the lives of small community teachers; (5) day workshops for two or more rural schools in a 10 to 15 mile area; (6) the relative disadvantage of a rural child who lacks a peer group; (7) inservice teacher training and effective followup and consideration of teacher-tutors and an Advisors Resource Distribution Center; (8) provision of secondary education, focusing on whether or not, after completing primary school, children should transfer to a distant and large secondary school, receive secondary education at the local level, or complete four years of secondary education at the local level before those qualified transfer out of the community for tertiary education; (9) community expectations vs the school as change agent; (10) the relative efficiency of the small school; (11) the role of the parent in the small school; and (12) involvement of local experts in the small school. (JC)

ED 101 916 RC 008 357

Sewel, J.
Education and Rural Depopulation - The Experience of the Scottish Highlands and Islands.

Pub Date 74

Note—17p.; For related document, see RC 008

354-359

Available from—Not available separately, see RC

008 354

Document Not Available from EDRS.

Descriptors—Correlation, Curriculum, *Educational Policy, Expectation, *Migration Patterns, Occupational Aspiration, Occupational Mobility, *Parental Aspiration, Parent Reaction, Population Trends, *Rural Education, *Secondary Education, Surveys
Identifiers—*Scotland

The charge has often been made that in peripheral regions of Scotland the secondary educational system has contributed to rural depopulation, since students often must leave the rural community for a distant, centralized secondary school located in an urban area where values and aspirations differ from those of rural communities. In a study of nine peripheral areas, representative of the main patterns of secondary education and differing types of centralization, 500 parents of primary and secondary students were questioned on their: migration intentions and home district attachment; satisfaction with the local pattern of secondary education; expectations of the educational system, particularly in reference to local job preparation; and migration and job expectations for their children. Results revealed that most parents: did not intend to migrate and were attached to their home district; were best satisfied with the provision that allowed their children to transfer out of the community at the end of two years of local secondary education; but wanted the schools to provide opportunity for upward mobility; and overwhelmingly expected their children to migrate. There was no evidence that parental dissatisfaction with the pattern of education was in itself a significant factor influencing migration or that an attempt to introduce rurally oriented courses to deter migration would be advantageous to the community or reflect parental/student aspirations. (JC)

ED 101 917 RC 008 358

Andrae, Annika

Educational Organization, School Localization and the Process of Urbanization in Sweden.

Pub Date 74

Note—12p.; For related documents, see RC 008

354-357

Available from—Not available separately, see RC

008 354

Document Not Available from EDRS.

Descriptors—Centralization, Demography, Distance, *Educational Alternatives, *Educational Policy, Educational Research, Literature Reviews, *Rural Education, *Secondary Education, *Small Schools
Identifiers—*Sweden

Traditionally Sweden's educational system has been highly centralized; physical characteristics, administrative factors, and teacher qualifications have been generally standardized as have curriculums, though local implementation has been afforded considerable freedom. In 1971 the upper secondary school (9-12) consolidated three previously separated schools. Centered on successive choice of optional subjects, operation of the secondary school requires a minimum number of students. Recent rural depopulation has influenced educational policy, as heretofore a rural school was closed when its number of students diminished below governmental prescription, not accounting for the speed of depopulation and its local consequences. The only alternatives have been long rides or boarding in a distant town, but in 1969 precedent was set when a small school on the verge of closing requested permission to administer a nongraded system in its secondary school. Knowing the problem of the increasing number of such small schools (66 in 1971 and 90 in 1980), the National Board of Education granted permission for this school to proceed on an experimental basis, and followed by the Pang project (Process Analysis of Non-Grading, 1973), research aimed at a nongraded system and a sufficient supply of students continues. Now the policy is to retain as many small schools as possible. (JC)

ED 101 918 RC 008 359

MacLeod, Findlay

Gaelic in Scottish Schools.

Pub Date 74

Note—21p.; For related documents, see RC 008

354-358

Available from—Not available separately, see RC

008 354

Document Not Available from EDRS.

Descriptors—Attitudes, Bias, *Bilingual Education, Cultural Background, *Curriculum Development, Instructional Materials, National Programs, Needs, Parent Attitudes, Policy, *State Federal Support, *Teacher Education, *Teaching Methods
Identifiers—*Gaelic, Ireland, Scotland

In Scotland, Gaelic has traditionally been associated with social and economic inferiority.

When the State school was introduced in the 1800's, school use of Gaelic was prohibited, even though it was widely used in the Western Islands Area. There are now 60 primary schools in this area (4,000 students), 56 schools are located in a rural Gaelic area and 88 percent of these students have some knowledge of Gaelic, while 68 percent are fluent speakers; the remaining four schools (1,177 students) are in anglicized areas where 68 percent have no knowledge of Gaelic and 7 percent are fluent, even though 62 percent of the teachers are fluent Gaelic speakers. While for a number of years now Gaelic has been taught as a subject, it has not been used in terms of bilingual schooling—bilingual education being defined as equal use of the two languages and cultural backgrounds of a given community. Increasingly teachers are extending the use of Gaelic, but teachers cannot be expected to devise methods and materials which would constitute the basis for a continuous program. Help is required in the form of national financial support wherein curriculum development, teacher training, inservice programs, and attitudinal changes may be effected. Bilingual precedent is well established in Wales where extensive sums and programs are currently being devoted to bilingual education, and in Ireland where since its independence in 1921, the State has labored to revive the language. (JC)

ED 101 919 RC 008 360

Husby, P. J.

Educational Effort in Five Resource Frontier Communities. Center for Settlement Studies, Series 2: Research Report No. 7.

Manitoba Univ., Winnipeg. Center for Settlement Studies.

Pub Date Oct 71

Note—65p.

Available from—Center for Settlement Studies, University of Manitoba, Box 5, Winnipeg, Canada R3T 2N2 (\$3.00)

EDRS Price MF-\$0.76 HC-\$3.32 PLUS

POSTAGE

Descriptors—Assessed Valuation, Boards of Education, *Community Influence, Community Size, *Economic Factors, *Educational Finance, Elementary Secondary Education, Expenditure Per Student, *Expenditures, Income, *Rural Education, Small Schools, Student Enrollment, Tables (Data)
Identifiers—*Canada, Manitoba, Ontario

The study examined the educational efforts of five resource frontier communities (Thompson, Flin Flon, Lynn Lake, and Pinawa in Manitoba and Red Lake in Ontario) and compared their educational efforts with that of the Province of Manitoba. The measures of educational effort used were then evaluated to determine whether they might be usefully applied to other areas and communities. Data on population, school enrollment, wealth, and educational expenditures were collected for the period 1961 to 1968. Four sets of educational effort indexes were calculated—total operating expenditures and assessment; total net operating expenditures and personal income; net operating expenditures per pupil and personal income per capita; and municipal share of total operating expenditures and personal income. The income elasticity of demand for education was also calculated. Some findings were: (1) total educational expenditures for the communities of Flin Flon, Pinawa, Lynn Lake, and Red Lake, related to the local wealth indicators used, compared favorably with equivalent figures for Manitoba; (2) educational effort indexes for Thompson were generally equivalent to, or somewhat below, the figures for the other communities and Manitoba; and (3) when using the municipal shares of local educational expenditures, the communities' educational effort was reasonably equivalent to Manitoba's for most of the years examined. (NQ)

ED 101 920 RC 008 361

Molgat, Paul MacMillan, J. A.

Education in Area Economic Development. Center for Settlement Studies, Series 2: Research Report No. 10.

Manitoba Univ., Winnipeg. Center for Settlement Studies.

Pub Date Jun 72

Note—114p.

Available from—Center for Settlement Studies, University of Manitoba, Box 5, Winnipeg, Manitoba R3T 2N2 (\$4.00)

EDRS Price MF-\$0.76 HC-\$5.70 PLUS POSTAGE

Descriptors—*Dropout Rate, *Economic Development, *Educational Finance, Educational Quality, Expenditures, Futures (of Society), Human Capital, Input Output Analysis, Literature Reviews, *Rural Education, Socioeconomic Influences, *Statistical Analysis
Identifiers—Canada, *Manitoba

The study determined the: (1) relationship between dropout rates and the quality of education, teachers' qualifications, diversity of curriculum and extra-curricular activities, average town income, percentage of the high school population of American Indian or Metis descent, and school size; (2) effects of education's expenditures on business sales, jobs, and incomes in the Interlake Area of Manitoba; and (3) human capital value. The study's objective was to develop a viable framework for determining the role of education in the area's economic development. Data, obtained from the Department of Education and the 13 high schools in the Interlake Area, were analyzed by multiple regression analysis, an input-output table, and present value equations. Among the findings were: (1) the schools provided employment for a large number of teachers and support staff who spent money in the community and supported local businesses; (2) construction of schools provided jobs in the community and supported the level of local business sales; (3) the higher the town average income, the lower the dropout rate; (4) human capital value increased when the dropout rate was lowered; and (5) towns with low average income levels had teachers with low salaries and low qualifications which led to low quality of education. (NQ)

ED 101 921 RC 008 362

Wichern, P. H., Jr. And Others

Two Studies in Political Development on Canada's Resource Frontier: Political Development on Canadian Reserves; The Administrator's Role in Single Enterprise Communities. Center for Settlement Studies, Series 2: Research Reports Nos. 11 and 12.

Manitoba Univ., Winnipeg. Center for Settlement Studies.

Pub Date Jul 72

Note—149p.; For related document, see RC 008 363

Available from—Center for Settlement Studies, University of Manitoba, Box 5, Winnipeg, Manitoba R3T 2N2 (\$4.00)

EDRS Price MF-\$0.76 HC-\$6.97 PLUS POSTAGE

Descriptors—Administrator Role, American Indians, Cultural Factors, *Government Role, Individual Power, Literature Reviews, *Political Power, *Power Structure, *Research, *Reservations (Indian), Socioeconomic Influences
Identifiers—*Canada

Given in this publication are two studies on political development. The first study focused on the progress toward local self-government and decision-making on Canadian reserves as compared to the neighboring resource frontier communities. The second study examined the role of the company administrator in the development, especially the political development, of Canadian single-enterprise communities and the problems which have arisen in the administration of townships by company administrators and the effectiveness of attempted solutions. Both studies were conducted in the framework of progress toward a high quality of local public services distributed on the basis of decisions made through local self-government. Each study expands the concept of local political development and extends the circle of knowledge about how local government operates on the resource frontier. (NQ)

ED 101 922 RC 008 363

Wichern, P. H., Jr. And Others

Political Development on Canadian Reserves. Center for Settlement Studies, Series 2: Research Report No. 11.

Manitoba Univ., Winnipeg. Center for Settlement Studies.

Pub Date Jul 72

Note—107p.

Available from—Not available separately, see RC 008 632

Document Not Available from EDRS.

Descriptors—American Indians, Case Studies, Cultural Factors, *Federal Legislation, *In-

dividual Power, *Literature Reviews, *Political Power, Power Structure, *Reservations (Indian), Socioeconomic Influences
Identifiers—*Canada

The study analyzed political development on reserves as a continuing process of adaptation, whereby a political system responds to its environment in terms of equality (expanding participation and local self-government), capacity (expanding the scope of local policy-making and administration), and differentiation (the local involvement in separate executive, legislative, and administrative structures). Existing patterns of reserve government and political life and the importance of cultural and historical factors were also examined. Data were obtained via a literature review of various research studies of political development, an analysis of the Indian Act (revised in 1951), and case studies. Some findings were: (1) residents of Canadian reserves were making progress as far as participation in local government was concerned; (2) the scope of local decision-making had increased in recent years through grants-to-bands, community development, and other programs; and (3) reserve residents were denied a basic political right (local self-government) available to other citizens. (NQ)

ED 101 923 RC 008 365

Report of a National Bilingual Bicultural Institute: A Relook at Tucson '66 and Beyond (Albuquerque, New Mexico, November 28-December 1, 1973).

National Education Association, Washington, D.C.; National Education Task Force de la Raza, Albuquerque, N. Mex.

Pub Date Dec 73

Note—48p.; For related document, see ED 017 222

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Biculturalism, *Bilingual Education, Community Action, Educational Needs, *Educational Objectives, Educational Problems, Legislation, *Mexican Americans, *Program Descriptions, Spanish Speaking, Speeches, *Symposia

Identifiers—Chicanos

The symposium, convened in 1966 at the University of Arizona (Tucson), served as a sequel to the 1965 "Tucson Survey on the Teaching of Spanish to the Spanish Speaking" and as a prologue to action. November 28-December 1, 1973 a National Bilingual Bicultural Institute was held to: (1) review the rationale, activities, and recommendations of the 1966 symposium; (2) review important activities in bilingual bicultural education since 1966; (3) demonstrate exemplary bilingual bicultural education programs which have been implemented in school settings of high Mexican American concentration; (4) review present and pending State and national bilingual bicultural education legislation and appropriations; and (5) develop new directions for bilingual bicultural education in American education for the 1970's which will lead to national legislation. Since Chicanos are the largest Spanish speaking community in the United States, the institute's emphasis was on bilingual bicultural education for Mexican American children, from preschool to college. Given in this report are: (1) condensed versions of addresses given at the institute; (2) work lab reports on State and national legislative, administrative, court, and community action; (3) brief descriptions of local and national bilingual bicultural exemplary projects; and (4) general institute recommendations. (NQ)

ED 101 924 RC 008 366

Ortego, Felipe, Comp. Conde, David, Comp.

The Chicano Literary World—1974. The National Symposium on Chicano Literature and Critical Analysis (1st, Las Vegas, New Mexico, November 1974).

National Education Task Force de la Raza, Albuquerque, N. Mex.; New Mexico Highlands Univ., Las Vegas. Div. of Ethnic Studies.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.; New Mexico State Univ., University Park. ERIC Clearinghouse on Rural Education and Small Schools.

Pub Date Mar 75

Note—102p.

EDRS Price MF-\$0.76 HC-\$5.70 PLUS POSTAGE

Descriptors—*Analytical Criticism, Characterization (Literature), Folk Drama, *Humor, *Literary Criticism, Literature, Mexican Americans, Poetry, Satire, *Spanish American Literature, *Symposia

Identifiers—*Chicanos

Over 200 participants from 10 states and 17 universities attended "The First National Symposium on Chicano Literature and Critical Analysis." Five of the papers presented at the symposium are given in this publication. The papers cover Chicano poetry, novel, drama, and popular folklore humor. "National Character vs Universality in Chicano Poetry" sets forth the notion that national traditions are adaptations of universal styles and national character is or should be but a step toward universality. The new "space" (identity) of Chicano art or literature is related to the definition of the Chicano national character in "The Space of Chicano Literature." In "La Prosa Chicano: Tres Epigones de la Novela Mexicana de la Revolución", three novels are reviewed—Tomas Rivera's "Y no se lo trago la tierra", Rolando R. Hinojosa-S.' "Estampas del valle y otras obras", and Miguel Mandez-M.'s "Peregrinos de Aztlan." Humor as a tool of artistic expression is the topic of "Chicano Folklore: Raza Humor in Texas." Although the title indicates a Texas context, many of the situations and expressions are part of the national Chicano experience. "Satire: Techniques and Devices in Luis Valdez' 'Las Dos Caras del Patroncito'" traces the exchange of roles between the oppressor and the oppressed. (Author/NQ)

ED 101 925 RC 008 367

Project 1975: Educational Neglect. On-Site and Research Reports—Working Papers for Participants, Conference on Educational Neglect (February 15-18, 1975).

National Education Association, Washington, D.C.

Pub Date Feb 75

Note—129p.

EDRS Price MF-\$0.76 HC-\$6.97 PLUS POSTAGE

Descriptors—Activism, Adult Basic Education, American Indians, Bilingual Education, Court Litigation, Delinquents, Early Childhood Education, *Educational Disadvantage, *Educationally Disadvantaged, Elementary Secondary Education, Handicapped Children, Mexican Americans, *Relevance (Education), *Rural Education, *Urban Education

Given in this publication are 15 working papers which were prepared to assist conference participants in discussion of areas of educational neglect. These papers include reports of: (1) on-site studies conducted during the 2 months immediately preceding the conference and (2) national statistics and information regarding an area of neglect. The reports are not intended to be complete on the subject they cover, but to be representative of some of the problems. Varying in length, format, and style, the on-site reports reflect the variety of approaches which may be taken on a local or State level. Areas covered are: (1) violence in the public schools; (2) bilingual education; (3) education of women, American Indians, migrant children, children on military bases, handicapped children, and urban children; (4) juveniles in detention facilities; (5) early childhood education; (6) suburban education; (7) adult basic education; and (8) education in geographically isolated areas. (Author/NQ)

SE**ED 101 926 SE 016 767**

Langowski, Alan And Others

Citizen Attitudes Toward the Environment: An Appraisal of the Research.

Illinois Inst. for Environmental Quality, Chicago. Report No.—IIEQ-40.004; PB-214-190

Pub Date Nov 71

Note—69p.

Available from—National Technical Information Service, Springfield, Virginia 22151 (PB-214-190, PC-\$3.00, MF-\$1.45)

Document Not Available from EDRS.

Descriptors—Air Pollution Control, *Attitudes, *Environment, *Natural Resources, *Pollution, Recycling, *Research Reviews (Publications), Water Pollution Control

The purpose of the review was to explore the survey literature on the subject of citizen attitudes toward the environment. The researchers note a dearth of knowledge with respect to all aspects of the recycling and water pollution issues and suggest that further research be done in the area of communication between the state and its citizens. (NTIS)

ED 101 927

SE 016 943

Bennett, Dean B.

Guidelines for Evaluating Student Outcomes in Environmental Education.

Maine Environmental Education Project, Yarmouth.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date 73

Note—71p.

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—*Conservation Education, *Educational Assessment, *Environmental Education, Evaluation, Natural Resources, *Outdoor Education, Problem Solving, Program Evaluation, *Science Education, Scientific Methodology
Identifiers—Elementary Secondary Education Act Title III, ESEA Title III

This guide, designed for teacher use, focuses on the evaluation of environmental education experiences. The guide, which is based on a doctoral study, is structured around three basic evaluation questions: (1) What kinds of environmental education learning experiences can you evaluate?; (2) What outcomes of environmental education learning experiences can you look for?; and (3) How can you determine the extent to which the outcomes have been achieved? This guide is divided into three sections which deal with the evaluation questions. The first section considers the goals of environmental education. The three phases of the environmental education process (discovery and inquiry; evaluation and problem identification; and problem solving) are considered. The relationship between what a person knows and feels in relation to his value system, and how environmental education can affect and change this relationship is discussed to answer question 2. Section three deals with the third question; behavioral objectives as tools for evaluating skills in discovery and inquiry, evaluation and problem identification, and problem solving are examined. Sample test items are included. The appendices include evaluation considerations, a unit outline example, and the results of an evaluation. (TK)

ED 101 928

SE 016 962

Wurman, Richard Saul And Others

The Nature of Recreation. A Handbook in Honor of Frederick Law Olmsted, Using Examples From His Work.

American Federation of Arts, New York, N.Y.; Group for Environmental Education, Philadelphia, Pa.

Spons Agency—Rockefeller Bros. Fund, New York, N.Y.

Pub Date 72

Note—76p.

Available from—MIT Press, 28 Carleton Street, Cambridge, Massachusetts 02142 (\$4.95)

Document Not Available from EDRS.

Descriptors—Conservation Education, *Environment, *Environmental Education, *Natural Resources, *Outdoor Education, Physical Education, *Recreation, Recreational Activities, Recreational Facilities, Recreational Programs, Science Education

Identifiers—Olmsted (Frederick Law)

This handbook utilizes the works and words of Frederick Law Olmsted in communicating recreational needs and desires. The booklet focuses on public outdoor recreation and the importance of assessing environmental considerations when developing recreational areas. The booklet is divided into four sections: The Nature of Recreation, Our Recreational Needs, Identifying Our Needs by Performance Components, and Working with Performance. The first section introduces recreation and the ideas of Frederick Law Olmsted and encourages the reader to evaluate his recreational pursuits. Our Recreational Needs examines the need for exercise, the availability of recreation, and the educational possibilities inherent in nature. The third section describes the component factors of performance—

inactive/active, individual/group, young/old, small/large—that must be considered in analyzing recreational needs and determining solutions to recreational problems. Working with Performance provides guidelines for identifying recreational possibilities, analyzing recreational resources, and developing a recreational program and recreational resources. Each section includes photographs, worksheets, and text; line drawings and information on various games, places, and recreational plans are found in the margins of the booklet. An Olmsted bibliography, recreational bibliography, and game glossary are also included. (Author/TK)

ED 101 929

SE 016 967

Resident Outdoor Education Handbook. Revised, 1973.

Ridgewood Public Schools, N.J.

Pub Date 73

Note—87p.; Marginal legibility

Available from—ERIC/SMEAC, The Ohio State University, 400 Lincoln Tower, Columbus, Ohio 43210 (on loan)

Document Not Available from EDRS.

Descriptors—Astronomy, Biology, *Conservation Education, *Environmental Education, Geography, Instructional Materials, Learning Activities, Natural Resources, *Outdoor Education, *Resident Camp Programs, *Science Education, Teaching Guides, Zoology

This environmental education guide focuses on activities and topics which may be used in a school camping program. Although this guide was prepared for a specific school camp, the topics and activities included in the guide are applicable to many school camp situations. Such topics as the constellations, pond exploration, birds, wildlife, forestry, plants, nature games, orienteering, geology, and nature crafts are included. The topics provide a variety of information; some provide background information and activities, others provide an outline for preparation at school, camp activities, and in-class follow up. Pictures, tables, tree keys, questions, problem solving activity ideas, evaluation forms, and information lists are included in this guide. (TK)

ED 101 930

SE 017 008

Foreign Trained Physicians and American Medicine.

Spons Agency—National Institutes of Health (DHEW), Bethesda, Md. Bureau of Health Manpower Education.

Report No.—DHEW-NIH-73-325

Pub Date Jun 72

Note—194p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 1741-00051, \$2.35, domestic postpaid)

EDRS Price MF-\$0.76 HC-\$9.51 PLUS POSTAGE

Descriptors—*Foreign Nationals, Labor Economics, Labor Supply, Manpower Needs, *Manpower Utilization, *Medicine, *Physicians, *Research, Science Education, Scientific Manpower

The purpose of the study was to bring together available materials on the location, activity, and function of more than 63,000 foreign trained physicians in the United States; to review the political, economic, and organizational factors which have led to the current manpower situation; and to analyze these data in terms of physician manpower, politics, and research. The study offers what is presently known about foreign trained physicians in the United States and the implications of this knowledge for future policy developments and academic research. The major areas discussed are: Foreign Medical Graduates and Medical Manpower in the United States; Qualifications, Testing, and Licensure—The Role of Professional Organizations; International Exchange and Immigration: The Role of Government; and Implications. The monograph also contains extensive statistical tables in support of conclusions and recommendations. (Author/BR)

ED 101 931

SE 017 038

Particulate Matter Stack Emission Compliance Test Procedure for Fuel Burning Units.

West Virginia Air Pollution Control Commission, Charleston.

Report No.—TP-2

Pub Date Oct 72

Note—88p.

EDRS Price MF-\$0.76 HC-\$4.43 PLUS POSTAGE

Descriptors—*Air Pollution Control, Chemical Analysis, Chimneys, Controlled Environment, Ecological Factors, Industrial Technology, *Pollution, Public Health, Research, *State Legislation, Technical Reports, *Technology, *Waste Disposal

Identifiers—*Particulate Matter

This publication details the particulate matter emissions test procedure that is applicable for conducting compliance tests for fuel burning units required to be tested under Sub-section 7 of Regulation II (1972) as established by the state of West Virginia Air Pollution Control Commission. The testing procedure is divided into five parts: General, Sampling Site Criteria, Sampling Method, Measurement Techniques and Equipment, and Computations and Data Analysis. The testing procedure is preceded by pertinent tables, illustrations, definitions, and symbols. Appendixes containing test report forms and a bibliography supplement this testing procedure. (BT)

ED 101 932

SE 017 039

Operation of Oil Burning Equipment and Incinerators. An Air Pollution Control Workbook, Preliminary Edition.

New Jersey State Dept. of Education, Trenton. Div. of Vocational Education; New Jersey State Dept. of Environmental Protection, Trenton. Bureau of Air Pollution Control.

Pub Date [73]

Note—135p.

EDRS Price MF-\$0.76 HC-\$6.97 PLUS POSTAGE

Descriptors—*Air Pollution Control, Controlled Environment, Energy, Environmental Technicians, *Fuels, Industrial Technology, *Instructional Materials, Physical Environment, *Pollution, Public Health, State Legislation, *Technology, *Waste Disposal

Identifiers—Incinerators

This workbook has been prepared for use by persons charged with the burning of fuels and waste products in the State of New Jersey. It is written for building superintendents, custodians, porters, handymen and operating engineers of public, apartment, commercial and office buildings. The manual emphasizes operating procedures that will help meet air pollution regulations and prevent waste of fuel due to improper combustion. The text is based on a workbook initially published by the New York City Department of Air Pollution Control and the New York City Board of Education. The workbook contains six lessons entitled: Air Pollution and You; Fuel Oils, Burners, and Heaters; Oil Circulation Systems and Fuel Burning Equipment; Burner Controls; Maintenance; and Incinerators. Each individual lesson contains problems for further study and discussion. Selected portions of the New Jersey Air Pollution Control Laws and Codes supplement this workbook. (BT)

ED 101 933

SE 017 116

Watson, Mike

A Bibliography of Key Environmental Periodicals. Revised 1974.

Wisconsin Univ., Madison. Center for Environmental Communications and Education Studies.

Pub Date Jan 74

Note—24p.; Best Copy Available

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Annotated Bibliographies, *Bibliographies, *Conservation Education, Educational Resources, *Environmental Education, Information Sources, Literature Reviews, Natural Resources, Outdoor Education, *Periodicals, *Science Education

"How can I best keep up with the mushrooming cloud of environmental news?" This bibliography of environmental periodicals was compiled as a guide to help a person identify the environmental periodical which will best fit his interests and needs. The bibliography is divided into three sections: Annotated Periodicals, Secondary Information Sources, and Additional Periodicals. The Annotated Periodicals, the primary environmental information sources, provides information concerning publishing, subscription cost, size, pages, and the editor. The services and type of information the periodical offers, its uses and some of the philosophy are also described. Secondary Information Sources provides the same basic information as in the Annotated Periodicals Section for

the four sources listed under this heading. Popular News Magazines are also listed. The Additional Periodicals Section, listing 36 entries, provides the name, publisher, editor, subscription price, and a sentence describing the periodical for each entry. (TK)

ED 101 934 SE 017 351

Bellucci, Joseph T. And Others
Science Teaching in Pennsylvania Public Elementary Schools: A Report.

Wilkes Coll., Wilkes-Barre, Pa. Educational Development Center.

Spons Agency—Pennsylvania State Dept. of Education, Harrisburg.

Pub Date May 73

Note—54p.

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—*Educational Research, Elementary Education, *Elementary School Science, *In-service Teacher Education, Instruction, Questionnaires, *School Surveys, Science Education, Surveys

The report states that teachers and administrators are in agreement as to the priorities and objectives in teaching elementary science. However, they strongly disagree regarding the obstacles to achieving effective science instruction. Mutual consensus is urged in this area to improve the science program. The study indicates that in-service programs are needed to provide new teaching procedures and that a long-range program needs to be designed to identify equipment needed, since inadequate equipment and facilities were termed, by teachers, as the major obstacles in science instruction. It is recommended that any new science programs adopted must include the equipment and materials that are an integral part of the program as well as in-service training. Consultants are recommended who would focus on desirable teaching behavior and make resources available. Finally, it is recommended that teachers be members of national and state science organizations as a method of becoming familiar with new programs and information. (BR)

ED 101 935 SE 017 377

Bennett, Dean B. Willink, Wesley H.
Organization and Operation of a K-12 Environmental Education Program. Revised.

Maine Environmental Education Project, Yarmouth.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date 72

Note—24p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Conservation Education, Educational Development, *Educational Programs, *Environmental Education, Natural Resources, Outdoor Education, *Program Guides, *Program Planning, Science Education

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III, Maine

Environmental education is a process aimed at producing a citizenry that is knowledgeable concerning the total environment and the role of man, able to participate in activities for maintaining and improving the quality of the environment while meeting human needs and motivated to do so. This guide focuses on the organization and operation of an environmental education program to meet this goal. The guide includes guidelines for developing both the feeling aspect of attitudes, which includes self-image, social responsibility, and environmental appreciation, and the understanding aspects of attitudes which include the natural biophysical environment and man and his relationships with the biophysical environment. The guide outlines environmental education as a process based on three levels of student learning experiences: discovery and inquiry, evaluation and problem identification, and problem solving. A table is included to further illustrate the environmental education process. A listing of areas in the community and on the school site suitable for investigation, suggestions for environmental evaluation and identification of improvement opportunities, and related activities are included in the guide. The guide concludes with curriculum considerations such as the organization and implementation of an environmental education program and teacher in-service workshop. (TK)

ED 101 936 88 SE 017 378

Bennett, Dean B. MacGown, Richard H.
Guidelines for Planning and Implementing a Comprehensive Community Environmental Inventory. Revised, 1972.

Maine Environmental Education Project, Yarmouth.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date 72

Note—38p.; This is a revision to ED 067 233

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Community Involvement, *Community Resources, *Conservation Education, *Environmental Education, Human Resources, Natural Resources, Outdoor Education, *Program Planning, *Science Education, Urban Environment

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III

A comprehensive community environmental inventory is an ongoing process of investigation and study to compile and evaluate information about the natural and man-made environmental features and characteristics of an area, as well as related social, political, and economic information. Such information is important to the community in developmental planning and in preventing and resolving environmental problems and it is important in serving as a local basis for an environmental education emphasis in the school. Section I includes a general overview of the uses and procedures involved in a community environmental inventory. Section II outlines the importance of natural environmental features and characteristics as a basis for the assessment of natural areas and their importance to one another. Section III identifies human environmental use areas and characteristics. Section IV provides guidelines and information for evaluating the natural ecological effects of human environmental use and the degree to which these areas meet human needs; and guidelines for identifying, interpreting, and evaluating ecological values of land, air, water, plants, and animals. The related social, political, and economic aspects of the community are considered in Section V. Section VI provides sources for inventory information. (TK)

ED 101 937 95 SE 017 399

Energy and You. Environmental Education Curriculum.

Topeka Public Schools, Kans.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date Jan 74

Note—70p.

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—*Conservation Education, Curriculum Guides, *Educable Mentally Handicapped, *Energy, Energy Conservation, *Environmental Education, Instructional Materials, Learning Activities, Natural Resources, Outdoor Education, *Science Education, Teaching Guides, Units of Study (Subject Fields)

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III

The causes of the energy crisis are many, and the solutions are complex. Since every person in the world is affected, every person should have an understanding of the energy shortage problem. This unit is designed around the following two ideas: (1) to develop an understanding of energy and the need for it, and (2) to understand some of the causes, effects, and solutions of the energy crisis. It attempts to present information regarding energy problems for level II and III educable mentally retarded students. Included are four topics: (1) What Is Energy, (2) Energy Fuels, (3) How We Use Energy, and (4) Conservation of Energy. For each topic there are behavioral objectives, student activities, and teacher suggestions. The numbers in parentheses by the activity number indicate the objectives the activity helps develop. The unit also includes goals and objectives, an objective summary sheet, a unit time line, a materials sheet, and 20 appendixes which contain various teaching aids related to the activities and which are also suitable for duplication. (TK)

ED 101 938 95 SE 017 400

Forests and Man. Environmental Education Curriculum. Revised.

Topeka Public Schools, Kans.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date Sep 73

Note—157p.; Contains color-coded materials Available from—ERIC/SMEAC, The Ohio State University, 400 Lincoln Tower, Columbus, Ohio 43210 (on loan)

Document Not Available from EDRS.

Descriptors—*Conservation Education, *Curriculum Guides, *Environmental Education, *Forestry, Instructional Materials, Learning Activities, Natural Resources, Outdoor Education, *Science Education, Teaching Guides, Units of Study (Subject Fields)

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III

This environmental education module focuses on forests and man, and contains a series of papers which deal with topics related to forest ecology and conservation. The module is designed around the four following ideas: (1) the kinds of plants and animals and the roles they have in the forest environment; (2) using concepts of food webs and energy pyramids to understand and predict the effects man has on his environment; (3) appreciate nature—learning to find and interpret animal signs, plant growth patterns, and edible plants; and (4) man's alternatives—how can a wilderness area be used without seriously changing its inhabitants. Student papers and teacher papers are contained in the module. Student papers cover such topics as harmful plants and animals, edible plants, tree trunks, and food webs; each contains background information and student self-test questions. The teacher papers (green pages) contain behavioral objectives, suggestions for presenting the papers, and answers to self-test questions. Also included in the guide are instructions for using the module, a module time line, film descriptions, behavioral objectives, a class performance summary sheet, and supplemental papers. Patterns for transparencies dealing with the food web and classifying tree leaves are included. (TK)

ED 101 939 95 SE 017 401

The Winter Environment. Environmental Education Curriculum.

Topeka Public Schools, Kans.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date Jan 73

Note—60p.

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—*Conservation Education, *Curriculum Guides, *Educable Mentally Handicapped, *Environmental Education, Instructional Materials, Learning Activities, Natural Resources, Outdoor Education, *Science Education, Teaching Guides, Units of Study (Subject Fields)

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III, Seasons, Winter

Winter seems to hold more mysteries than any other season. It changes the behavior of wildlife and also brings about drastic changes in plant life. This unit, designed around the following two ideas: (1) to develop an appreciation and understanding of the winter season and (2) to understand how plants and wildlife are affected by the winter season, attempts to provide a study of the winter season on a level that special education students can understand. The activities are aimed at level II and III educable mentally retarded special education classes. There are four topics: (1) The Season of Winter, (2) Wildlife in Winter, (3) Field Trip—Plants in the Winter, and (4) Wildlife in Winter—A Continuation of Topic 2. For each topic there are behavioral objectives, student activities, and teacher suggestions. The number in parentheses by the activity number indicates the objectives the activity helps develop. The unit also includes goals and objectives, an objective summary sheet, a unit time line, a materials sheet, and 18 appendixes which contain various teaching aids related to the activities. (TK)

130 Document Resumes

ED 101 940 95 SE 018 113

[East Syracuse-Minoa Schools Environmental Education Materials, Elementary Package, Grade 1-Grade 5.]

East Syracuse - Minoa Central Schools, East Syracuse, N.Y.

Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Environmental Education.

Pub Date [73]

Grant—OEG-0-71-4621

Note—170p.; Best copy available; occasional marginal legibility

EDRS Price MF-\$0.76 HC-\$8.24 PLUS POSTAGE

Descriptors—*Conservation Education, *Curriculum Guides, *Elementary Education, Environment, *Environmental Education, Instructional Materials, Interdisciplinary Approach, Learning Activities, Natural Resources, Outdoor Education, Recycling, *Science Education, Student Attitudes, Teaching Guides, Units of Study (Subject Fields), Values

This series of five environmental education units is designed for use in grades 1-5. The units are designed around the concepts of survival, interdependence, scarcity, recycling, rights vs. responsibility, planning, valuing, social forces, and optimism. Each unit is further developed around environmental generalizations (subconcepts), objectives, activities and strategies, materials, and expected outcomes. The grade 1 unit is designed to give the child a variety of sensory and intellectual experiences. The purpose of the grade 2 unit is to expand the student's idea of his environment. The grade 3 unit focuses on air and the use of the senses to explore air. The grade 4 unit utilizes an interdisciplinary approach to explore water and the water environments. The grade 5 unit is concerned with the wisest multiple use of renewable resources and encourages the child into a commitment and involvement. Appendixes are included for each unit. (TK)

ED 101 941 95 SE 018 114

[East Syracuse-Minoa Schools Environmental Education Materials, Middle School Package, Grade 6-Science and Social Studies.]

East Syracuse - Minoa Central Schools, East Syracuse, N.Y.

Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Environmental Education.

Pub Date [73]

Grant—OEG-0-71-4621

Note—100p.; Best copy available; occasional marginal legibility

EDRS Price MF-\$0.76 HC-\$4.43 PLUS POSTAGE

Descriptors—Conservation Education, *Curriculum Guides, *Ecology, *Elementary Education, *Environmental Education, Grade 6, Interdisciplinary Approach, Natural Resources, Science Education, *Social Studies, Teaching Guides, Units of Study (Subject Fields)

Identifiers—MACOS, *Man A Course of Study

These two environmental education units were designed for use at the sixth-grade level. The first unit focuses on science and is a five-week study which emphasizes ecology along a creek. The unit is designed around the idea that a creek and its surrounding area serve as a suitable focus for environmental study because they illustrate many ecological principles. The objectives, teaching strategies, materials, and evaluation techniques reinforce the basic creek theme. A flowchart, worksheets, supplementary materials, illustrations, tables, and maps are included. The second unit, a social studies unit, illustrates the environmental concepts which are inherent in the program Man: A Course of Study (MACOS) and are designed to be used in conjunction with the MACOS program. The unit is developed around three environmental generalizations: interdependency, adaptation, and recycling. Objectives, activities and strategies, materials, and evaluation techniques are identified for each generalization. The unit also contains a flowchart to help the teacher coordinate the unit and MACOS program, quizzes, vocabulary words, and graphs. (TK)

ED 101 942 95 SE 018 115

[East Syracuse-Minoa Schools Environmental Education Materials, Middle School Package, Grade 7-Science.]

East Syracuse - Minoa Central Schools, East Syracuse, N.Y.

Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Environmental Education.

Pub Date [73]

Grant—OEG-0-71-4621

Note—336p.; Best copy available; occasional marginal legibility

EDRS Price MF-\$0.76 HC-\$17.13 PLUS POSTAGE

Descriptors—Botany, Conservation Education, *Curriculum Guides, *Ecology, *Environmental Education, Grade 7, Instructional Materials, Interdisciplinary Approach, Natural Resources, Outdoor Education, Science Activities, *Science Education, *Secondary School Science, Teaching Guides, Units of Study (Subject Fields), Zoology

These five environmental education science units are designed for use in the seventh grade. Skills such as note taking, organizing information, critical thinking, analysis of data, and scientific skills, and the correlation between skills and content area are emphasized throughout the units to develop in the student a greater understanding of his role in the environment, and the interdependencies between all living things and the environment. Each unit is developed around long range objectives which reflect and reinforce the objectives of the other four units. Objectives, activities and strategies, materials, and evaluation techniques are identified for each of the five science units. The first unit is basically an introduction to the series, emphasizing skills as well as introducing the student to his environment with an ecology project. Unit 2 discusses the process of photosynthesis and the importance of green plants. Unit 3 centers on animals and their relation to others of the same and different species. Unit 4 stresses the importance of interactions between plants and animals. Human ecology is discussed in Unit 5 in light of pollution and possible solutions. Appendixes and supplementary materials are included. (Author/TK)

ED 101 943 95 SE 018 116

[East Syracuse-Minoa Schools Environmental Education Materials, Middle School Package, Grade 8-Social Studies.]

East Syracuse - Minoa Central Schools, East Syracuse, N.Y.

Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Environmental Education.

Pub Date [73]

Grant—OEG-0-71-4621

Note—155p.; Best copy available; occasional marginal legibility

EDRS Price MF-\$0.76 HC-\$8.24 PLUS POSTAGE

Descriptors—American History, Conservation Education, *Curriculum Guides, Economics, *Environmental Education, Government Role, Grade 8, History, Interdisciplinary Approach, Learning Activities, Science Education, *Secondary Education, *Social Studies, Teaching Guides, Technology, Units of Study (Subject Fields)

This interdisciplinary social studies unit is designed for use in the eighth grade. The unit is developed around three themes: Habitation Patterns, Economic and Technological Development, and Changing Role of Government. Habitation Patterns encompasses the generalization that change is often the result of many forces. The history and growth of the U.S., 1492-1900, is developed in three sections: 1492-1783, colonial America; 1783-1860, the U.S. as an emerging nation; and 1860-1900, the growth of a capitalistic society. Objectives, activities and strategies, materials, and expected outcomes are also included. The Economic and Technical Development of the U.S. encompasses the generalization that differing ways of life tend to compete for available resources. This theme is broken into five sections: 1492-1783, 1783-1860, 1860-1900, 1900-1945, and 1945-1971; activities and strategies, materials, and expected outcomes are identified for this theme. The Changing Role of Government encompasses the generalization that the government of a society is closely related to its values; even so, no government can satisfy all groups all the time. This theme is broken into the same five sections as above. Policies, plays, background information, tests, and references are included in the appendixes. (TK)

ED 101 944 95 SE 018 117

[East Syracuse-Minoa Schools Environmental Education Materials, Middle School Package, Middle School Crossover Units.]

East Syracuse - Minoa Central Schools, East Syracuse, N.Y.

Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Environmental Education.

Pub Date [73]

Grant—OEG-0-71-4621

Note—160p.; Best copy available; occasional marginal legibility

EDRS Price MF-\$0.76 HC-\$8.24 PLUS POSTAGE

Descriptors—Conservation Education, *Curriculum Guides, *Environmental Education, *Interdisciplinary Approach, Language Arts, Learning Activities, Mathematics Education, Middle Schools, Natural Resources, Outdoor Education, Science Education, *Secondary Education, Social Sciences, Social Studies, Units of Study (Subject Fields)

This interdisciplinary series of five environmental education units is designed for teacher use at the middle school level. The two crossover units are designed to span a period of six to eight weeks at the beginning of the eighth grade. Each unit is developed around several organizing ideas or concepts; objectives, activities and strategies, materials, and expected outcomes are identified for each idea or concept. The first unit involves a social studies to science crossover and focuses on environmental aspects of the community. The science to social studies crossover unit takes a brief scientific look at the environment of a particular community. The Language Arts Skills unit focuses on research skills, pertinent to environmental investigations and communications such as outlining, editing, writing, and indexing. The Mathematics Skills unit, designed for wide ranges of ability, includes such activities as mapping, graphing, and data collection. Outdoor Education in Camping and Other Activities includes objectives, goals and activities, and evaluation criteria for outdoor education experiences plus guidelines for teaching relationships and environmental health and disease. Appendixes are included with each unit. (TK)

ED 101 945 SE 018 118

[East Syracuse-Minoa Schools Environmental Education Materials, High School Package.]

East Syracuse - Minoa Central Schools, East Syracuse, N.Y.

Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Environmental Education.

Pub Date [73]

Grant—OEG-0-71-4621

Note—345p.; Best copy available; occasional marginal legibility

EDRS Price MF-\$0.76 HC-\$17.13 PLUS POSTAGE

Descriptors—*Biology, Conservation Education, *Curriculum Guides, Ecology, *Environmental Education, Independent Study, Interdisciplinary Approach, Natural Resources, Physics, *Science Education, *Secondary School Science, Units of Study (Subject Fields)

This series of four environmental education units is designed for use at the high school level. The first unit, an advanced science and independent study, includes such topics as student requirements, advisor responsibilities, evaluation forms, research report format, a guide to Syracuse University libraries, and research ideas. The second unit, an ecology course, explores biotic interrelationships, air quality, water quality, and other ecology-related problems. Course requirements, a course time table, terminal objectives for each area of study, activities, diagrams, worksheets, tables, and reference materials are included. An environmental biology unit, the third unit, is a three-week unit which explores such topics as populations, communities, ecosystems, biomes, and biosphere. Worksheets, objectives, resources, project suggestions which correlate course text and other curriculum materials are included in the unit. The final unit deals with environmental physics, exploring noise, air pollution, the automobile, the bicycle, aircraft, solid waste, and electric power. Each topic includes activities and/or an information outline and discussion questions or topics. (TK)

ED 101 946

SE 018 145

Community Environmental Study Program. Final Report.

Minneapolis Independent School District 275, Minn.; Minnesota Environmental Sciences Foundation, Inc., Minneapolis.

Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date 74

Grant—OEG-0-71-1745(290)

Note—225p.; Appendices include the curriculum materials produced in the project

Available from—ERIC/SMEAC, The Ohio State University, 400 Lincoln Tower, Columbus, Ohio 43210 (on loan)

Document Not Available from EDRS.

Descriptors—Community, *Community Resources, *Conservation Education, Educational Facilities, Educational Programs, *Environmental Education, Interdisciplinary Approach, Natural Resources, *Program Descriptions, *Program Planning, Science Education, Teaching Guides

This booklet contains the final report of an environmental education project designed to make use of the local community as an environmental learning resource. This three year program was developed by the Minnesota Environmental Science Foundation, Inc. in conjunction with three local school systems. The booklet is divided into five major components: program planning, materials development, special education, management, and dissemination. Each component contains a set of product and process objectives. Among the ten conclusions of the program are the following: (1) elementary level teachers are more interested in using the community for learning than are subject area specialists; (2) community education studies begin where the participants are; and (3) community education studies are a transdisciplinary, bridge-building, human activity. From the conclusions, a number of recommendations were developed. Besides these, the booklet contains descriptions of the project, tables, diagrams, references, and appendices. The appendices include an instructional model, a materials sampler, management plans, a guide to the study of self environment and others. (TK)

ED 101 947

SE 018 260

Guide for Teacher Inservice in Ekistics. A Study of Man in His Environment.

Los Angeles County Superintendent of Schools, Calif.

Report No—LAC-163

Pub Date Jan 74

Note—194p.

Available from—Mr. Jack Davidson, Los Angeles County Schools Office, 9300 E. Imperial Highway, Downey, California 90242 (\$2.50)

EDRS Price MF-\$0.76 HC-\$9.51 PLUS POSTAGE

Descriptors—Conservation Education, *Curriculum Development, Curriculum Guides, *Environmental Education, *Inservice Teacher Education, Models, Program Development, Program Planning, *Science Education, *Teacher Education

Identifiers—Ekistics

This guide for teacher inservice training is focused on the concept of Ekistics—the study of man in his environment. The strategies presented are based on generic inservice culminating in a management planning model, purposefully generic to all inservice and intended to add support to the personnel who would be designing inservice. The steps to be followed start with planning functions of an inservice management committee and progress through the implementation functions. The three sections of the guide are the planning section, the syllabus for an Ekistics inservice training program, and a resource section. The section on planning includes goals and objectives, solution strategies, and a planning model. The syllabus is broken into three sections, motivational strategies, concept development strategies and classroom strategies. The multidisciplinary activities in these three sections provide opportunity for observation, discussion, problem solving, and field trips. The resource section includes the names, mailing addresses, and price of Ekistics-related materials; these include books, 16mm films, filmstrips, film loops, tapes, transparencies, slides, and study prints. (Author/TK)

ED 101 948

SE 018 317

Angell, Tony And Others

Encounter with the Northwest Environment: Natural and Urban.

Washington Office of the State Superintendent of Public Instruction, Olympia.

Pub Date [74]

Note—130p.; Contains oversized pages not conducive to microfiche copy

Available from—ERIC/SMEAC, The Ohio State University, 400 Lincoln Tower, Columbus, Ohio 43210 (on loan)

Document Not Available from EDRS.

Descriptors—Conservation Education, *Curriculum Guides, Environment, *Environmental Education, *Instructional Materials, *Natural Resources, Outdoor Education, Science Education, *Urban Environment

Identifiers—*Pacific Northwest Region

This environmental education curriculum guide provides a framework for approaching and understanding both the urban and natural environment. The information presented in the guide is designed to meet the following educational objectives: to learn of interrelatedness and interdependencies of living organisms with one another and their physical environment; to develop an understanding of the distinct differences, limitations, and capacities of various environments; to know and understand the significance of the parts that comprise the whole of the city; to identify basic trade-offs arising from interaction with or use of one's environment; and to understand what agencies and laws regulate and constructively manage regional and urban environments. The guide is divided into two sections. Part One, the natural environment, deals with the location and selection of environmental learning sites based on the organizing features of the natural environment and the nature of man's interaction with the environment. Part Two provides a method for understanding the urban environment by breaking it down into its component parts. Both sections include background material and specific environmental learning sites in the Seattle (Washington) region. Maps are included. (TK)

ED 101 949

SE 018 321

Soil and Water Conservation Activities for Scouts.

Soil Conservation Service (DOA), Washington, D.C.

Report No—PA-978

Pub Date Nov 71

Note—32p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 0100-1427, \$0.25)

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Agriculture, *Conservation Education, Environment, *Environmental Education, Instructional Materials, *Learning Activities, Natural Resources, Outdoor Education, Science Education, *Soil Conservation, Soil Science, *Water Resources

The purpose of the learning activities outlined in this booklet is to help Scouts understand some conservation principles which hopefully will lead to the development of an attitude of concern for the environment and a commitment to help with the task of using and managing soil, water, and other natural resources for long range needs as well as immediate benefits. The conservation activities include such topics as making soil artificially, soil particle size, water absorption in soils, organic matter, stream sedimentation, life in the soil, capillary action, mulching and soil cover, contouring, field slope, and fertilizers. A discussion of the United States Department of Agriculture's Scout Council Conservation Awards concludes this booklet. (BT)

ED 101 950

SE 018 428

Schneiderwent, Myron O., Ed.

Water Quality in Ashland County, Wisconsin; Its Understanding, Preservation, Utilization.

Northland Coll., Ashland, Wis. Sigurd Olson Inst. of Environmental Studies; Wisconsin Univ., Superior. Center for Lake Superior Environmental Studies.

Pub Date 1 Jun 74

Note—28p.; For related documents, see SE 018 429-431

Available from—Center for Lake Superior Environmental Studies, University of Wisconsin-Superior, Superior, Wisconsin 54880 (Publication Number 38, no price quoted)

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Biological Sciences, Chemistry, Ecology, *Environment, Environmental Influences, *Natural Resources, Physical Environment, *Pollution, *Water Pollution Control, Water Resources

Identifiers—*Wisconsin

This report represents the efforts of two schools of higher education in northern Wisconsin to keep Lake Superior, the largest surface area, fresh water lake in the world, close to the condition it was in thousands of years ago when it was formed. The University of Wisconsin-Superior and Northland College have been studying, since 1972, water quality in the streams draining into Lake Superior from Wisconsin in the Ashland, Bayfield, Douglas, and Iron County areas. At Superior, the group responsible for the water quality study has been the Center for Lake Superior Environmental Studies. At Northland College, the group responsible is composed of members of the biology, chemistry, and geography departments. This report is directed toward those people in the Ashland County area who are interested in water quality. Included are comments on the present water quality of the south shore region, what kinds of interrelated decisions are going to have to be made in northern Wisconsin in the next ten years, an overview of national and state water quality standards, and a specific description of water quality in Ashland County. The report also identifies public interest groups and organizations that offer help on water quality problems. (BT)

ED 101 951

SE 018 429

Schneiderwent, Myron O., Ed.

Water Quality in Bayfield County, Wisconsin; Its Understanding, Preservation, Utilization.

Northland Coll., Ashland, Wis. Sigurd Olson Inst. of Environmental Studies; Wisconsin Univ., Superior. Center for Lake Superior Environmental Studies.

Pub Date 1 Jun 74

Note—43p.; For related documents, see SE 018 428, 430, and 431

Available from—Center for Lake Superior Environmental Studies, University of Wisconsin-Superior, Superior, Wisconsin 54880 (Publication Number 37, no price quoted)

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Biological Sciences, Chemistry, Ecology, *Environment, Environmental Influences, *Natural Resources, Physical Environment, *Pollution, *Water Pollution Control, Water Resources

Identifiers—*Wisconsin

The report represents the efforts of two schools of higher education in northern Wisconsin to keep Lake Superior, the largest surface area, fresh water lake in the world, close to the condition it was in thousands of years ago when it was formed. The University of Wisconsin-Superior and Northland College have been studying, since 1972, water quality in the streams draining into Lake Superior from Wisconsin in the Ashland, Bayfield, Douglas, and Iron County areas. At Superior, the group responsible for the water quality study has been the Center for Lake Superior Environmental Studies. At Northland College, the group responsible is composed of members of the biology, chemistry, and geography departments. This report is directed toward those people in the Bayfield County area who are interested in water quality. Included are comments on the present water quality of the south shore region, what kinds of interrelated decisions are going to have to be made in northern Wisconsin in the next ten years, an overview of national and state water quality standards, and a specific description of the water quality in Bayfield County. The report also identifies public interest groups and organizations that offer help on water quality problems. (BT)

ED 101 952

SE 018 430

Schneiderwent, Myron O., Ed.

Water Quality in Douglas County, Wisconsin; Its Understanding, Preservation, Utilization.

Northland Coll., Ashland, Wis. Sigurd Olson Inst. of Environmental Studies; Wisconsin Univ., Superior. Center for Lake Superior Environmental Studies.

Pub Date 1 Jun 74

Note—28p.; For related documents, see SE 018 428, 429, and 431

132 Document Resumes

Available from—Center for Lake Superior Environmental Studies; University Wisconsin-Superior, Superior, Wisconsin 54880 (Publication Number 36, no price quoted)

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Biological Sciences, Chemistry, Ecology, *Environment, Environmental Influences, *Environmental Research, *Natural Resources, Physical Environment, *Pollution, *Water Pollution Control, Water Resources
Identifiers—*Wisconsin

The report represents the efforts of two schools of higher education in northern Wisconsin to keep Lake Superior, the largest surface area, fresh water lake in the world, close to the condition it was in thousands of years ago when it was formed. The University of Wisconsin-Superior and Northland College have been studying, since 1972, water quality in the streams draining into Lake Superior from Wisconsin in the Ashland, Bayfield, Douglas, and Iron County areas. At Superior, the group responsible for the water quality study has been the Center for Lake Superior Environmental Studies. At Northland College, the group responsible is composed of members of the biology, chemistry, and geography departments. This report is aimed at those people in the Douglas County area who are interested in water quality. Included are comments on the present water quality of the south shore region, what kinds of interrelated decisions are going to have to be made in northern Wisconsin in the next ten years, an overview of national and state water quality standards, and a specific description of the water quality in Douglas County. The report also identifies public interest groups and organizations that offer help on water quality problems. (BT)

ED 101 953 SE 018 431

Schneiderwent, Myron O., Ed.
Water Quality in Iron County, Wisconsin; Its Understanding, Preservation, Utilization.

Northland Coll., Ashland, Wis. Sigurd Olson Inst. of Environmental Studies; Wisconsin Univ., Superior. Center for Lake Superior Environmental Studies.

Pub Date 1 Jun 74
Note—28p.; For related documents, see SE 018 428 - 430

Available from—Center for Lake Superior Environmental Studies, University of Wisconsin-Superior, Superior, Wisconsin 54880 (Publication Number 39, no price quoted)

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Biological Sciences, Chemistry, Ecology, *Environment, Environmental Influences, *Environmental Research, *Natural Resources, Physical Environment, *Pollution, *Water Pollution Control, Water Resources
Identifiers—*Wisconsin

The report represents the efforts of two schools of higher education in northern Wisconsin to keep Lake Superior, the largest surface area, fresh water lake in the world, close to the condition it was in thousands of years ago when it was formed. The University of Wisconsin-Superior and Northland College have been studying, since 1972, water quality in the streams draining into Lake Superior from Wisconsin in the Ashland, Bayfield, Douglas, and Iron County areas. At Superior, the group responsible for the water quality study has been the Center for Lake Superior Environmental Studies. At Northland College, the group responsible is composed of members of the biology, chemistry, and geography departments. This report is aimed at those people in the Iron County area who are interested in water quality. Included are comments on the present water quality of the south shore region, what kinds of interrelated decisions are going to have to be made in northern Wisconsin in the next ten years, an overview of national and state water quality standards, and a specific description of the water quality in Iron County. The report also identifies public interest groups and organizations that offer help on water quality problems. (BT)

ED 101 954 SE 018 488
Materials and Instructional Development Section, Division of Higher Education, National Science Foundation. Proceedings of Project Directors Meeting (Airlie House, Virginia, February 10-12, 1974).

ERIC Information Analysis Center for Science, Mathematics, and Environmental Education, Columbus, Ohio; National Science Foundation, Washington, D.C.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 74
Note—187p.

Available from—Ohio State University, Center for Science and Mathematics Education, 244 Arps Hall, Columbus, Ohio 43210 (\$3.50)

EDRS Price MF-\$0.76 HC-\$9.51 PLUS POSTAGE

Descriptors—*Conference Reports, Curriculum Development, *Educational Development, Educational Programs, Educational Technology, *Higher Education, Instruction, *Mathematics Education, *Science Education

Identifiers—*National Science Foundation, NSF

This volume provides synopses of discussions at a meeting of project directors holding grants from the National Science Foundation for the development of instructional materials to be used in science and mathematics courses at the undergraduate and graduate levels. The focuses of these discussions were new degree programs, identification and evaluation of existing materials, transferability mechanisms, computer-related educational technology, audiovisual technology, and continuing education. Descriptions of the projects funded are provided in the appendixes to this volume. Each description includes the project name, purpose, intended audience, description of the innovative features, plans for evaluation, and comments concerning problems encountered. The projects described are quite varied in subject matter, level, and scope. (SD)

ED 101 955 SE 018 509

Steinwachs, Barbara
A Selected List of Urban, Environmental and Social Problem Gaming/Simulations.

Michigan Univ., Ann Arbor. Extension Service.

Pub Date Jul 74
Note—21p.; Best Copy Available

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Bibliographies, City Problems, *Conservation Education, *Environmental Education, Game Theory, Natural Resources, *Science Education, *Simulation, Social Environment, Social Problems, Urban Environment

This guide contains a selected list of urban, environmental, and social problem gaming/simulations. The games included in the list are suitable for a variety of age groups and educational purposes. The games are divided into categories based on the group that developed the game or simulation. The categories include games/simulations developed or distributed by Gamers at the University of Michigan; Academic Games Associates, Inc.; Berkeley Gaming Project; Instructional Simulations, Inc.; Psychology Today; Urbandyne; Western Behavioral Sciences Institute; and others. Each listed game/simulation is accompanied by an identifying statement, the developers of the game, the number of players, game time, and the source of the game. An appendix is included. (TK)

ED 101 956 SE 018 580

Translations From the Scientific Literature 1960-1973.

National Science Foundation, Washington, D.C. Special Foreign Currency Science Information Program.

Report No.—PB-236-385; SFCISI-74-01
Pub Date Jun 74

Note—475p.

Available from—National Technical Information Service, 5285 Port Royal Road, Springfield, Virginia 22151 (PB-236-385, MF \$6.00; HC \$10.00)

Document Not Available from EDRS.

Descriptors—Annotated Bibliographies, *Bibliographies, Biological Sciences, Engineering, Literature Reviews, Mathematics, Physical Sciences, *Research Reviews (Publications), Science Education, *Sciences, *Scientific Research, *Technology

Identifiers—National Technical Information Service, NTIS

This publication was prepared to help research scientists keep abreast of literature in their field. Twenty-two fields of science and technology are included in the translations. A list of the subject

fields and the included group structure is presented. Reports and translations for each field include bibliographical data as well as descriptors and abstracts. A list of periodicals, a subject index, a personal author index and an accession/report number index are included in the bibliography. Information as well as order blanks are provided for ordering documents from the National Technical Information Service (NTIS). (EB)

ED 101 957 SE 018 618

Mitchellmore, Michael C.
Development and Validation of the Solid Representation Test in a Cross-Sectional Sample of Jamaican Students.

Pub Date Aug 74

Note—20p.; Paper presented to the International Conference of the International Association for Cross Cultural Psychology (2nd, Kingston, Ontario, August 6-10, 1974). This report was developed from research completed for the author's dissertation

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Cross Cultural Studies, Diagrams, *Geometry, *Mathematics Education, *Research, Solid Geometry, Visualization, *Visual Perception

Identifiers—*Three Dimensional Figures

High-ability Jamaican students in grades one, three, five, seven, and nine were asked to draw five three-dimensional objects (cuboid, pyramid, cylinder, cone, cube) from memory, and with the object visible; later they were asked to select the best sketch of each solid from among several presented. Drawings and selections were scored for primitiveness on a five-point scale, and scores on the three tasks were compared. The two drawing scores were combined; reliabilities computed were .93 (combined drawing) and .53 (selection). Developmental trends, sex differences, and correlations of these scores with spatial tests, illusion tests, and background variables were examined. (SD)

ED 101 956 SE 018 624

Cater, Charles Edward Korsmo, Thomas Brock
A Study of the Presidential Internships in Science and Engineering.

Report No.—AD-782-323

Pub Date Jun 74

Note—84p.; Master's Thesis, Naval Postgraduate School, Monterey, California

Available from—National Technical Information Service, Springfield, Virginia 22151 (AD-782-323, PC-\$7.25, MF-\$1.45)

Document Not Available from EDRS.

Descriptors—Educational Programs, *Employment, *Engineers, Federal Government, *Federal Programs, Laboratories, Masters Theses, *Research, *Scientists, Surveys
Identifiers—*Presidential Internships Science and Engineering

A survey of scientists and engineers who participated in the Presidential Internships in Science and Engineering Program was conducted by a questionnaire to determine the effectiveness of the program in meeting its objectives and to identify some of the characteristics of the interns. The report summarizes responses to each question and recommends the direction of future research. (NTIS)

ED 101 959 SE 018 625

Jamason, Barry W.

Living Within Our Means: Energy and Scarcity. Environmental Education Instructional Activities 7-12.

New York State Education Dept., Albany. Office of Instructional Services.

Pub Date [74]

Note—112p.; For the K-6 booklet, see ED 093 673

EDRS Price MF-\$0.76 HC-\$5.70 PLUS POSTAGE

Descriptors—Conservation Education, *Energy, *Environmental Education, Fuel Consumption, Instructional Materials, Interdisciplinary Approach, Language Arts, *Learning Activities, Natural Resources, Objectives, Science Education, Sciences, *Secondary Grades, Social Studies, *Teaching Guides

This manual is a source of learning activities and instructional materials for teaching environmental education concepts in grades 7-12. Contents are organized into the areas of consumer

education, English language arts, home economics, mathematics, science and social studies, and are subdivided by suggested grade level or subject area where applicable. Supplementary activities are included. An appendix containing reference books and articles, periodicals, films and multimedia materials concludes this manual. (BT)

ED 101 960 SE 018 653

A Study of the Development of Engineering Technology Programs Leading to the Bachelor of Technology (B. Tech.) Degree.

New York State Education Dept., Albany. Bureau of Research in Higher and Professional Education.

Pub Date Oct 74

Note—99p.

EDRS Price MF-\$0.76 HC-\$4.43 PLUS POSTAGE

Descriptors—Degrees (Titles), *Educational Research, Employment Patterns, Engineering Education, *Engineering Technology, *Program Development, Science Education, *Special Degree Programs, Surveys, *Undergraduate Study

This publication describes the undergraduate programs leading to the attainment of the Bachelor of Technology Degree in New York State. An employer survey instrument was utilized and yielded a test sample of 96 employers of Bachelor of Technology graduates. A second survey sought information from the program directors of existing Bachelor of Technology programs in the State. Other sources of information included professional journals, reports, and relevant papers, together with data available from federal and state agencies. The main issue concerned the need for additional Bachelor of Technology degree programs. Findings showed that even the terms, Bachelor of Technology and technologist, suffer from lack of definition. It was concluded that the State does not need expansion of career-oriented programs based on elusive definition, and there is need for rigorous evaluation of existing programs. The document includes a detailed list of the employers sampled, the employer questionnaire and tabular data related to the survey of program directors. (EB)

ED 101 961 SE 018 664

[The Comprehensive School Mathematics Program: Related Papers.]

Central Midwestern Regional Educational Lab., Inc., St. Louis, Mo.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 74

Note—200p.

Available from—ERIC/SMEAC, The Ohio State University, 400 Lincoln Tower, Columbus, Ohio 43210 (on loan)

Document Not Available from EDRS.

Descriptors—*Curriculum, *Educational Philosophy, Elementary School Mathematics, Elementary Secondary Education, Experimental Programs, Individualized Curriculum, *Individualized Instruction, *Mathematics Education, *Program Descriptions, Secondary School Mathematics, Teaching Methods

Identifiers—Carbondale (Illinois), *Comprehensive School Mathematics Program, CSMP

In this collection of position papers and descriptive materials, staff members and consultants of the Comprehensive School Mathematics Program (CSMP) outline the philosophy and goals of this curriculum development project. Rejecting the notion that mathematics should be taught as a collection of facts to be mastered, these writers claim the goal of promoting mathematical literacy; in their view the content of mathematics is reasoning, symbolization, abstraction, generalization, and the search for pattern in ideas. They advocate a functional-relational approach to mathematics teaching, and a "pedagogy of situations" whereby mathematics is taught by classroom analysis of real-life circumstances. In these papers they provide the rationale for CSMP curriculum development, a general description of materials being developed for grades K-12, a brief description of more specific content goals, and a detailed exposition of the use of the Papy minicomputer, an inexpensive manipulative device which can be used for performing calculations otherwise beyond the reach of primary children. A list of other publications available from CSMP is included. (SD)

ED 101 962 SE 018 665

Elements of Mathematics Program. [Overview].

Central Midwestern Regional Educational Lab., Inc., St. Louis, Mo.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 74

Note—63p.

Available from—CEMREL, Inc., 3120 59th Street, St. Louis, Missouri 63139 (no price quoted); ERIC/SMEAC, The Ohio State University, 400 Lincoln Tower, Columbus, Ohio 43210 (on loan)

Document Not Available from EDRS.

Descriptors—*Curriculum, Experimental Curriculum, *Individualized Curriculum, *Mathematics Education, *Program Descriptions, Secondary Education, *Secondary School Mathematics, Teaching Guides

Identifiers—Carbondale (Illinois), *Comprehensive School Mathematics Program, CSMP

This manual provides a brief discussion of the philosophy of the Elements of Mathematics Program (EM) of the Comprehensive School Mathematics Program (CSMP), a listing of its basic goals, discussion of the roles of logic and intuition in the program, and suggested models for implementation. Sections on independent study, teacher preparation for EM, and frequently asked questions present further information on implementation. Appendices provide detailed description of the classroom materials, general comments on the use of EM, and a list of schools and teachers involved in pilot testing. (SD)

ED 101 963 SE 018 666

Exner, Robert And Others

Elements of Mathematics, Book O: Intuitive Background. Chapter 1, Operational Systems.

Central Midwestern Regional Educational Lab., Inc., St. Louis, Mo.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 73

Note—189p.; For a fuller discussion of the rationale and design of the program, see SE 018 664 and 665

Available from—CEMREL, Inc., 3120 59th Street, St. Louis, Missouri 63139 (no price quoted); ERIC/SMEAC, The Ohio State University, 400 Lincoln Tower, Columbus, Ohio 43210 (on loan)

Document Not Available from EDRS.

Descriptors—*Curriculum, Experimental Curriculum, Individualized Curriculum, Individualized Instruction, *Mathematical Applications, Mathematical Concepts, *Number Systems, Problem Sets, Secondary Education, *Secondary School Mathematics, *Textbooks

Identifiers—Carbondale (Illinois), *Comprehensive School Mathematics Program, CSMP, Modular Arithmetic

The sixteen chapters of this book provide the core material for the Elements of Mathematics Program, a secondary sequence developed for highly motivated students with strong verbal abilities. The sequence is based on a functional-relational approach to mathematics teaching, and emphasizes teaching by analysis of real-life situations. This text is intended to provide students with a general background in the analytical methods of mathematics and practice in reasoning with mathematical objects; other texts (Books 1-12) prepared for use with book O explore particular areas in depth. Chapter 1 begins with a discussion of simple codes; more complex codes are developed by using modular arithmetic. Addition, subtraction, and multiplication are developed for clocks and applied to time zone problems. Operations are then presented in a "machine" setting; discussion of operations includes not only those of standard arithmetic but also explicit consideration of minimum, GCD, and others as operations. Finally, the notion of operations is presented formally and properties (e.g. commutativity, invertibility) are discussed in an abstract setting. In each section the student is provided with a broad range of examples and problems. (SD)

ED 101 964 SE 018 667

Exner, Robert And Others

Elements of Mathematics, Book O: Intuitive Background. Chapter 2, The Integers.

Central Midwestern Regional Educational Lab., Inc., St. Louis, Mo.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 73

Note—73p.; For a fuller discussion of the rationale and design of the program, see SE 018 664 and 665

Available from—CEMREL, Inc., 3120 59th Street, St. Louis, Missouri 63139 (no price quoted); ERIC/SMEAC, The Ohio State University, 400 Lincoln Tower, Columbus, Ohio 43210 (on loan)

Document Not Available from EDRS.

Descriptors—*Curriculum, Experimental Curriculum, Graphs, Individualized Curriculum, Individualized Instruction, *Integers, Mathematical Concepts, *Number Systems, Problem Sets, Secondary Education, *Secondary School Mathematics, *Textbooks

Identifiers—Carbondale (Illinois), *Comprehensive School Mathematics Program, CSMP

The sixteen chapters of this book provide the core materials for the Elements of Mathematics Program, a secondary sequence developed for highly motivated students with strong verbal abilities. The sequence is based on a functional-relational approach to mathematics teaching, and emphasizes teaching by analysis of real-life situations. This text is intended to provide students with a general background in the analytical methods of mathematics and practice in reasoning with mathematical objects; other texts (Books 1-12) prepared for use with book O explore particular areas in depth. Discussion of the set Z of integers is introduced by a series of games. After several problems involving negative numbers, the concept of additive inverse is discussed. Order properties of the integers and the solution of inequalities are presented. The systems (Z,+) and (Z,·) are studied and their properties developed. Multiplication of integers is discussed by use of lines in a Cartesian coordinate system. (SD)

ED 101 965 SE 018 668

Exner, Robert And Others

Elements of Mathematics, Book O: Intuitive Background. Chapter 3, Sets, Subsets and Operations with Sets.

Central Midwestern Regional Educational Lab., Inc., St. Louis, Mo.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 73

Note—104p.; For a fuller discussion of the rationale and design of the program, see SE 018 664 and 665

Available from—CEMREL, Inc., 3120 59th Street, St. Louis, Missouri 63139 (no price quoted); ERIC/SMEAC, The Ohio State University, 400 Lincoln Tower, Columbus, Ohio 43210 (on loan)

Document Not Available from EDRS.

Descriptors—*Curriculum, Diagrams, Experimental Curriculum, Individualized Curriculum, Individualized Instruction, *Mathematical Concepts, Problem Sets, Secondary Education, *Secondary School Mathematics, *Set Theory, *Textbooks

Identifiers—Carbondale (Illinois), *Comprehensive School Mathematics Program, CSMP, Venn Diagrams

The sixteen chapters of this book provide the core material for the Elements of Mathematics Program, a secondary sequence developed for highly motivated students with strong verbal abilities. The sequence is based on a functional-relational approach to mathematics teaching, and emphasizes teaching by analysis of real-life situations. This text is intended to provide students with a general background in the analytical methods of mathematics and practice in reasoning with mathematical objects; other texts (Books 1-12) prepared for use with book O explore particular areas in depth. In this chapter, discussion and problems introduce the ideas of object, set, element, set of sets, and empty set; a proof of the uniqueness of the empty set is provided. Venn diagrams are used in discussions of subset, intersection, union, difference, and complement. Methods of counting subsets are developed; and relationships among the elements of Pascal's triangle are derived, some in the text and others as problems. (SD)

ED 101 966 SE 018 669

Exner, Robert And Others

Elements of Mathematics, Book O: Intuitive Background. Chapter 4, Ordered n-Tuples.

Central Midwestern Regional Educational Lab., Inc., St. Louis, Mo.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 73

Note—76p. For a fuller discussion of the rationale and design of the program, see SE 018 664 and 665

Available from—CEMREL, Inc., 3120 59th Street, St. Louis, Missouri 63139 (no price quoted); ERIC/SMEAC, The Ohio State University, 400 Lincoln Tower, Columbus, Ohio 43210 (on loan)

Document Not Available from EDRS.

Descriptors—*Curriculum, Diagrams, Experimental Curriculum, Individualized Curriculum, Individualized Instruction, *Mathematical Concepts, Number Concepts, Problem Sets, Secondary Education, *Secondary School Mathematics, *Set Theory, *Textbooks

Identifiers—Carbondale (Illinois), *Comprehensive School Mathematics Program, CSMP, Vectors

The sixteen chapters of this book provide the core material for the Elements of Mathematics Program, a secondary sequence developed for highly motivated students with strong verbal abilities. The sequence is based on a functional-relational approach to mathematics teaching, and emphasizes teaching by analysis of real-life situations. This text is intended to provide students with a general background in the analytical methods of mathematics and practice in reasoning with mathematical objects; other texts (Books 1-12) prepared for use with book O explore particular areas in depth. Beginning with everyday examples of ordered pairs, this chapter introduces the idea of ordered set and develops the notion of the solution of an open sentence in n variables as a set of ordered n -tuples. Vector addition is introduced through grid diagrams. Identities for subsets of Cartesian products are developed. (SD)

ED 101 967

SE 018 670

Exner, Robert And Others

Elements of Mathematics, Book O: Intuitive Background. Chapter 5, Mappings.

Central Midwestern Regional Educational Lab., Inc., St. Louis, Mo.

Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.
Pub Date 73

Note—103p.; For a fuller discussion of the rationale and design of the program, see SE 018 664 and 665

Available from—CEMREL, Inc., 3120 59th Street, St. Louis, Missouri 63139 (no price quoted); ERIC/SMEAC, The Ohio State University, 400 Lincoln Tower, Columbus, Ohio 43210 (on loan)

Document Not Available from EDRS.

Descriptors—*Curriculum, Experimental Curriculum, Individualized Curriculum, Individualized Instruction, Mathematical Applications, Mathematical Concepts, *Number Concepts, Percentage, Problem Sets, Secondary Education, *Secondary School Mathematics, Set Theory, *Textbooks, *Transformations (Mathematics)

Identifiers—Carbondale (Illinois), *Comprehensive School Mathematics Program, CSMP, Mappings

The sixteen chapters of this book provide the core material for the Elements of Mathematics Program, a secondary sequence developed for highly motivated students with strong verbal abilities. The sequence is based on a functional-relational approach to mathematics teaching, and emphasizes teaching by analysis of real-life situations. This text is intended to provide students with a general background in the analytical methods of mathematics and practice in reasoning with mathematical objects; other texts (Books 1-12) prepared for use with book O explore particular areas in depth. In this chapter a wide variety of mappings is developed. These include mappings of finite sets defined explicitly for each point, projections of Cartesian products, permutations, and the recursively defined mapping of n onto $n!$, as well as translations and "stretchers and shrinkers." Composition of mappings is discussed. Many applications, including percent and addition of lengths, are included. (SD)

ED 101 968

SE 018 671

Exner, Robert And Others

Elements of Mathematics, Book O: Intuitive Background. Chapter 6, The Rational Numbers.

Central Midwestern Regional Educational Lab., Inc., St. Louis, Mo.

Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.
Pub Date 73

Note—83p.; For a fuller discussion of the rationale and design of the program, see SE 018 664 and 665

Available from—CEMREL, Inc., 3120 59th Street, St. Louis, Missouri 63139 (no price quoted); ERIC/SMEAC, The Ohio State University, 400 Lincoln Tower, Columbus, Ohio 43210 (on loan)

Document Not Available from EDRS.

Descriptors—*Curriculum, Experimental Curriculum, Individualized Curriculum, Individualized Instruction, Mathematical Concepts, *Number Concepts, Problem Sets, *Rational Numbers, Secondary Education, *Secondary School Mathematics, *Textbooks

Identifiers—Carbondale (Illinois), *Comprehensive School Mathematics Program, CSMP

The sixteen chapters of this book provide the core material for the Elements of Mathematics Program, a secondary sequence developed for highly motivated students with strong verbal abilities. The sequence is based on a functional-relational approach to mathematics teaching, and emphasizes teaching by analysis of real-life situations. This text is intended to provide students with a general background in the analytical methods of mathematics and practice in reasoning with mathematical objects; other texts (Books 1-12) prepared for use with book O explore particular areas in depth. The set of rational numbers and its number line representation are developed from the set of integers in this chapter. Operations are defined in terms of mappings in the order: multiplication, division, addition, subtraction, and absolute value. The solution of equations with rational coefficients is introduced. (SD)

ED 101 969

SE 018 672

Exner, Robert And Others

Elements of Mathematics, Book O: Intuitive Background. Chapter 7, Decimals and an Application of the Rational Numbers.

Central Midwestern Regional Educational Lab., Inc., St. Louis, Mo.

Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.
Pub Date 73

Note—104p.; For a fuller discussion of the rationale and design of the program, see SE 018 664 and 665

Available from—CEMREL, Inc., 3120 59th Street, St. Louis, Missouri 63139 (no price quoted); ERIC/SMEAC, The Ohio State University, 400 Lincoln Tower, Columbus, Ohio 43210 (on loan)

Document Not Available from EDRS.

Descriptors—*Curriculum, *Decimal Fractions, Experimental Curriculum, Individualized Curriculum, Individualized Instruction, Number Concepts, Percentage, Problem Sets, *Rational Numbers, Secondary Education, *Secondary School Mathematics, *Textbooks

Identifiers—Carbondale (Illinois), *Comprehensive School Mathematics Program, CSMP

The sixteen chapters of this book provide the core material for the Elements of Mathematics Program, a secondary sequence developed for highly motivated students with strong verbal abilities. The sequence is based on a functional-relational approach to mathematics teaching, and emphasizes teaching by analysis of real-life situations. This text is intended to provide students with a general background in the analytical methods of mathematics and practice in reasoning with mathematical objects; other texts (Books 1-12) prepared for use with book O explore particular areas in depth. In this chapter, decimals are introduced as common fractions whose denominators are powers of 10. Positional notation, decimal arithmetic, and the approximation of rationals by decimals are discussed. Decimals are applied in the study of percent. (SD)

ED 101 970

SE 018 673

Exner, Robert And Others

Elements of Mathematics, Book O: Intuitive Background. Chapter 8, An Introduction to Probability.

Central Midwestern Regional Educational Lab., Inc., St. Louis, Mo.

Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.
Pub Date 73

Note—128p.; For a fuller discussion of the rationale and design of the program, see SE 018 664 and 665

Available from—CEMREL, Inc., 3120 59th Street, St. Louis, Missouri 63139 (no price quoted); ERIC/SMEAC, The Ohio State University, 400 Lincoln Tower, Columbus, Ohio 43210 (on loan)

Document Not Available from EDRS.

Descriptors—*Curriculum, Deductive Methods, Experimental Curriculum, Individualized Curriculum, Individualized Instruction, *Mathematical Concepts, *Probability, Secondary Education, *Secondary School Mathematics, *Textbooks

Identifiers—Carbondale (Illinois), *Comprehensive School Mathematics Program, CSMP

The sixteen chapters of this book provide the core material for the Elements of Mathematics Program, a secondary sequence developed for highly motivated students with strong verbal abilities. The sequence is based on a functional-relational approach to mathematics teaching, and emphasizes teaching by analysis of real-life situations. This text is intended to provide students with a general background in the analytical methods of mathematics and practice in reasoning with mathematical objects; other texts (Books 1-12) prepared for use with book O explore particular areas in depth. This chapter is introduced by a discussion of simple probability experiments. Counting procedures and calculation of probability are discussed. Many problems, some quite advanced, are provided. The use of random number tables is discussed. (SD)

ED 101 971

SE 018 674

Exner, Robert And Others

Elements of Mathematics, Book O: Intuitive Background. Chapter 9, An Introduction to Number Theory.

Central Midwestern Regional Educational Lab., Inc., St. Louis, Mo.

Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.
Pub Date 73

Note—106p.; For a fuller discussion of the rationale and design of the program, see SE 018 664 and 665

Available from—CEMREL, Inc., 3120 59th Street, St. Louis, Missouri 63139 (no price quoted); ERIC/SMEAC, The Ohio State University, 400 Lincoln Tower, Columbus, Ohio 43210 (on loan)

Document Not Available from EDRS.

Descriptors—*Curriculum, Experimental Curriculum, Individualized Curriculum, Individualized Instruction, Mathematical Applications, *Number Concepts, Problem Sets, Secondary Education, *Secondary School Mathematics, *Textbooks, *Whole Numbers

Identifiers—Carbondale (Illinois), *Comprehensive School Mathematics Program, CSMP

The sixteen chapters of this book provide the core material for the Elements of Mathematics Program, a secondary sequence developed for highly motivated students with strong verbal abilities. The sequence is based on a functional-relational approach to mathematics teaching, and emphasizes teaching by analysis of real-life situations. This text is intended to provide students with a general background in the analytical methods of mathematics and practice in reasoning with mathematical objects; other texts (Books 1-12) prepared for use with book O explore particular areas in depth. In this chapter, the concepts of multiple, divisor and prime are studied. Greatest common divisor and least common multiple are defined; other relationships between numbers and their factors are explored in the text and problems. Many of the problems are applied. (SD)

ED 101 972

SE 018 675

Exner, Robert And Others

Elements of Mathematics, Book O: Intuitive Background. Chapter 10, Algebra in Operational Systems.

Central Midwestern Regional Educational Lab., Inc., St. Louis, Mo.

Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.
Pub Date 73

Note—303p.; For a fuller discussion of the rationale and design of the program, see SE 018 664 and 665

Available from—CEMREL, Inc., 3120 59th Street, St. Louis, Missouri 63139 (no price quoted); ERIC/SMEAC, The Ohio State University, 400 Lincoln Tower, Columbus, Ohio 43210 (on loan)

Document Not Available from EDRS.

Descriptors—*Algebra, *Curriculum, Experimental Curriculum, Individualized Curriculum, Individualized Instruction, Mathematical Concepts, *Mathematical Models, Problem Sets, Secondary Education, *Secondary School Mathematics, *Textbooks

Identifiers—Carbondale (Illinois), *Comprehensive School Mathematics Program, CSMP

The sixteen chapters of this book provide the core material for the Elements of Mathematics Program, a secondary sequence developed for highly motivated students with strong verbal abilities. The sequence is based on a functional-relational approach to mathematics teaching, and emphasizes teaching by analysis of real-life situations. This text is intended to provide students with a general background in the analytical methods of mathematics and practice in reasoning with mathematical objects; other texts (Books 1-12) prepared for use with book O explore particular areas in depth. In this chapter, algebraic structures (e.g. group, ring, field, ordered group) are defined and their properties discussed. Examples from earlier chapters are used to illustrate these abstract structures. (SD)

ED 101 973

SE 018 676

Exner, Robert And Others

Elements of Mathematics, Book O: Intuitive Background. Chapter 11, Geometry: Incidence and Isometries.

Central Midwestern Regional Educational Lab., Inc., St. Louis, Mo.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 73

Note—250p.; For a fuller discussion of the rationale and design of the program, see SE 018 664 and 665

Available from—CEMREL, Inc., 3120 59th Street, St. Louis, Missouri 63139 (no price quoted); ERIC/SMEAC, The Ohio State University, 400 Lincoln Tower, Columbus, Ohio 43210 (on loan)

Document Not Available from EDRS.

Descriptors—*Curriculum, Experimental Curriculum, *Geometry, Individualized Curriculum, Individualized Instruction, Problem Sets, Secondary Education, *Secondary School Mathematics, Symmetry, *Textbooks, *Transformations (Mathematics)

Identifiers—Carbondale (Illinois), *Comprehensive School Mathematics Program, CSMP

The sixteen chapters of this book provide the core material for the Elements of ERIC/SMEAC, The Ohio State University, 400 Lincoln Tower, Columbus, Ohio 43210 (on loan) strong verbal abilities. The sequence is based on a functional-relational approach to mathematics teaching, and emphasizes teaching by analysis of real-life situations. This text is intended to provide students with a general background in the analytical methods of mathematics and practice in reasoning with mathematical objects; other texts (Books 1-12) prepared for use with book O explore particular areas in depth. In this chapter, geometry is studied from a transformational point of view; the operational system defined by composition of transformations is developed. Symmetries of planar and spatial objects are discussed, and the notions of area and volume developed. (SD)

ED 101 974

SE 018 677

Exner, Robert And Others

Elements of Mathematics, Book O: Intuitive Background. Chapter 12, Topics in Probability and Statistics.

Central Midwestern Regional Educational Lab., Inc., St. Louis, Mo.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 73

Note—79p.; For a fuller discussion of the rationale and design of the program, see SE 018 664 and 665

Available from—CEMREL, Inc., 3120 59th Street, St. Louis, Missouri 63139 (no price quoted); ERIC/SMEAC, The Ohio State University, 400 Lincoln Tower, Columbus, Ohio 43210 (on loan)

Document Not Available from EDRS.

Descriptors—*Curriculum, Experimental Curriculum, Individualized Curriculum, Individualized Instruction, Mathematical Applications, *Probability, Problem Sets, Secondary Education, *Secondary School Mathematics, *Statistics, *Textbooks

Identifiers—Carbondale (Illinois), *Comprehensive School Mathematics Program, CSMP

The sixteen chapters of this book provide the core material for the Elements of Mathematics Program, a secondary sequence developed for highly motivated students with strong verbal abilities. The sequence is based on a functional-relational approach to mathematics teaching, and emphasizes teaching by analysis of real-life situations. This text is intended to provide students with a general background in the analytical methods of mathematics and practice in reasoning with mathematical objects; other texts (Books 1-12) prepared for use with book O explore particular areas in depth. In this chapter, problems in the applications of probability (introduced in Chapter 8) to operations research, lotteries, weather prediction, and other areas are explored. The material requires a full understanding of the earlier chapter. (SD)

ED 101 975

SE 018 678

Exner, Robert And Others

Elements of Mathematics, Book O: Intuitive Background. Chapter 13, Algebra of Real Functions.

Central Midwestern Regional Educational Lab., Inc., St. Louis, Mo.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 73

Note—230p.; For a fuller discussion of the rationale and design of the program, see SE 018 664 and 665

Available from—CEMREL, Inc., 3120 59th Street, St. Louis, Missouri 63139 (no price quoted); ERIC/SMEAC, The Ohio State University, 400 Lincoln Tower, Columbus, Ohio 43210 (on loan)

Document Not Available from EDRS.

Descriptors—*Algebra, *Curriculum, Experimental Curriculum, Individualized Curriculum, Individualized Instruction, *Mathematical Concepts, Number Concepts, Problem Sets, Secondary Education, *Secondary School Mathematics, *Textbooks

Identifiers—Carbondale (Illinois), *Comprehensive School Mathematics Program, CSMP, Functions

The sixteen chapters of this book provide the core material for the Elements of Mathematics Program, a secondary sequence developed for highly motivated students with strong verbal abilities. The sequence is based on a functional-relational approach to mathematics teaching, and emphasizes teaching by analysis of real-life situations. This text is intended to provide students with a general background in the analytical methods of mathematics and practice in reasoning with mathematical objects; other texts (Books 1-12) prepared for use with book O explore particular areas in depth. In this chapter, the real number system is introduced, the coordinate plane developed, and the ring of real valued functions over the real numbers defined. Solutions of polynomial equations and inequalities are discussed in graphical terms. Other functions discussed include exponentials, absolute value, and greatest integer. (SD)

ED 101 976

SE 018 679

Exner, Robert And Others

Elements of Mathematics, Book O: Intuitive Background. Chapter 14, Geometry: Similarities, Coordinates, and Trigonometry.

Central Midwestern Regional Educational Lab., Inc., St. Louis, Mo.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 73

Note—229p.; For a fuller discussion of the rationale and design of the program, see SE 018 664 and 665

Available from—CEMREL, Inc., 3120 59th Street, St. Louis, Missouri 63139 (no price quoted); ERIC/SMEAC, The Ohio State University, 400 Lincoln Tower, Columbus, Ohio 43210 (on loan)

Document Not Available from EDRS.

Descriptors—*Curriculum, Experimental Curriculum, *Geometry, Individualized Curriculum, Individualized Instruction, Problem Sets, Ratios (Mathematics), Secondary Education, *Secondary School Mathematics, *Textbooks, Transformations (Mathematics), *Trigonometry

Identifiers—Carbondale (Illinois), *Comprehensive School Mathematics Program, Coordinate Geometry, CSMP, Vectors

The sixteen chapters of this book provide the core material for the Elements of Mathematics Program, a secondary sequence developed for highly motivated students with strong verbal abilities. The sequence is based on a functional-relational approach to mathematics teaching, and emphasizes teaching by analysis of real-life situations. This text is intended to provide students with a general background in the analytical methods of mathematics and practice in reasoning with mathematical objects; other texts (Books 1-12) prepared for use with book O explore particular areas in depth. In this chapter, ratios and the properties of right triangles are developed preparatory to the definition of distance in the coordinate plane. The plane is considered as a vector space, and linear mappings are discussed in connection with matrices. The complex number system and the trigonometric functions are introduced. (SD)

ED 101 977

SE 018 680

Exner, Robert And Others

Elements of Mathematics, Book O: Intuitive Background. Chapter 15, Topics in Number Theory.

Central Midwestern Regional Educational Lab., Inc., St. Louis, Mo.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 72

Note—65p.; For a fuller discussion of the rationale and design of the program, see SE 018 664 and 665

Available from—CEMREL, Inc., 3120 59th Street, St. Louis, Missouri 63139 (no price quoted); ERIC/SMEAC, The Ohio State University, 400 Lincoln Tower, Columbus, Ohio 43210 (on loan)

Document Not Available from EDRS.

Descriptors—*Curriculum, Experimental Curriculum, Individualized Curriculum, Individualized Instruction, *Number Concepts, Problem Sets, Secondary Education, *Secondary School Mathematics, *Textbooks, *Whole Numbers

Identifiers—Carbondale (Illinois), *Comprehensive School Mathematics Program, CSMP

The sixteen chapters of this book provide the core material for the Elements of Mathematics Program, a secondary sequence developed for highly motivated students with strong verbal abilities. The sequence is based on a functional-relational approach to mathematics teaching, and emphasizes teaching by analysis of real-life situations. This text is intended to provide students with a general background in the analytical methods of mathematics and practice in reasoning with mathematical objects; other texts (Books 1-12) prepared for use with book O explore particular areas in depth. In this chapter, four topics from classical number theory are discussed: Diophantine equations, congruence, Pythagorean triples, and Euler's function. (SD)

ED 101 978

SE 018 681

Exner, Robert And Others

Elements of Mathematics, Book O: Intuitive Background. Chapter 16, Introduction to Computer Programming.

Central Midwestern Regional Educational Lab., Inc., St. Louis, Mo.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 73

Note—228p.; For a fuller discussion of the rationale and design of the program, see SE 018 664 and 665

Available from—CEMREL, Inc., 3120 59th Street, St. Louis, Missouri 63139 (no price quoted); ERIC/SMEAC, The Ohio State University, 400 Lincoln Tower, Columbus, Ohio 43210 (on loan)

Document Not Available from EDRS.

Descriptors—Algorithms, *Computer Programs, Computer Science Education, *Curriculum, Experimental Curriculum, Individualized Curriculum, Individualized Instruction, *Mathematics Education, Number Concepts, Probability, Problem Sets, Secondary Education, *Secondary School Mathematics, *Textbooks

Identifiers—Carbondale (Illinois), *Comprehensive School Mathematics Program, CSMP

The sixteen chapters of this book provide the core material for the Elements of Mathematics Program, a secondary sequence developed for highly motivated students with strong verbal abilities. The sequence is based on a functional-relational approach to mathematics teaching, and

emphasizes teaching by analysis of real-life situations. This text is intended to provide students with a general background in the analytical methods of mathematics and practice in reasoning with mathematical objects; other texts (Books 1-12) prepared for use with book O explore particular areas in depth. In this chapter, the student is introduced to computer programming by a discussion of the nature of algorithms; sections on how to program are illustrated by flow charts and actual programs in BASIC. Several problems (e.g. Fibonacci Sequence, Probability, Approximating π) are discussed and illustrated with both programs and output. (SD)

ED 101 979 SE 018 682

Exner, Robert And Others

Elements of Mathematics, Book 1: Introductory Logic.

Central Midwestern Regional Educational Lab., Inc., St. Louis, Mo.

Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.

Pub Date 73

Note—292p.; For a fuller discussion of the rationale and design of the program, see SE 018 664 and 665

Available from—CEMREL, Inc., 3120 59th Street, St. Louis, Missouri 63139 (no price quoted); ERIC/SMEAC, The Ohio State University, 400 Lincoln Tower, Columbus, Ohio 43210 (on loan)

Document Not Available from EDRS.

Descriptors—*Curriculum, Deductive Methods, Experimental Curriculum, Individualized Curriculum, Individualized Instruction, *Logic, *Mathematics Education, Secondary Education, *Secondary School Mathematics, *Textbooks

Identifiers—Carbondale, *Comprehensive School Mathematics Program, CSMP, Illinois, Proof (Mathematics)

One of 12 books developed for use with the core material (Book O) of the Elements of Mathematics Program, this text covers material well beyond the scope of the usual secondary mathematics sequences. These materials are designed for highly motivated students with strong verbal abilities; mathematical theories and ideas are developed through problem situations and explanatory materials. In this volume, the logical connectives are defined, and the rules of formal reasoning are developed. Several methods of proof are presented, and the universal and existential quantifiers are introduced. The book ends with discussions of the difference between proof and demonstration and the role of logic in mathematics, and the exploration of a small axiomatic system. (SD)

ED 101 980 SE 018 683

Exner, Robert And Others

Elements of Mathematics, Book 2: Logic and Sets.

Central Midwestern Regional Educational Lab., Inc., St. Louis, Mo.

Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.

Pub Date 71

Note—122p.; For a fuller discussion of the rationale and design of the program, see SE 018 664 and 665

Available from—CEMREL, Inc., 3120 59th Street, St. Louis, Missouri 63139 (no price quoted); ERIC/SMEAC, The Ohio State University, 400 Lincoln Tower, Columbus, Ohio 43210 (on loan)

Document Not Available from EDRS.

Descriptors—*Curriculum, Deductive Methods, Experimental Curriculum, Individualized Curriculum, Individualized Instruction, *Logic, Mathematics Education, Secondary Education, *Secondary School Mathematics, *Set Theory, *Textbooks

Identifiers—Carbondale, *Comprehensive School Mathematics Program, CSMP, Illinois

One of 12 books developed for use with the core material (Book O) of the Elements of Mathematics Program, this text covers material well beyond the scope of the usual secondary mathematics sequences. These materials are designed for highly motivated students with strong verbal abilities; mathematical theories and ideas are developed through problem situations and explanatory materials. This volume begins with a discussion of infinite sets; basic set theory, introduced in Book O, is reviewed and extended. Set builder notation is used in conjunction with

logical connectives. The empty set and universal set are discussed. Many theorems are proved. (SD)

ED 101 981 SE 018 684

Exner, Robert And Others

Elements of Mathematics, Book 3: Introduction to Fields.

Central Midwestern Regional Educational Lab., Inc., St. Louis, Mo.

Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.

Pub Date 73

Note—430p.; For a fuller discussion of the rationale and design of the program, see SE 018 664 and 665

Available from—CEMREL, Inc., 3120 59th Street, St. Louis, Missouri 63139 (no price quoted); ERIC/SMEAC, The Ohio State University, 400 Lincoln Tower, Columbus, Ohio 43210 (on loan)

Document Not Available from EDRS.

Descriptors—*Algebra, *Curriculum, Experimental Curriculum, Individualized Curriculum, Individualized Instruction, *Mathematical Concepts, Mathematics Education, Secondary Education, *Secondary School Mathematics, *Textbooks

Identifiers—Algebraic Fields, Carbondale, *Comprehensive School Mathematics Program, CSMP, Illinois

One of 12 books developed for use with the core material (Book O) of the Elements of Mathematics Program, this text covers material well beyond the scope of the usual secondary mathematics sequences. These materials are designed for highly motivated students with strong verbal abilities; mathematical theories and ideas are developed through problem situations and explanatory materials. After discussion of the logical theory and relational concepts necessary for the study of fields, this volume presents an axiomatic definition of an abstract field. Polynomials over a field are studied. Axioms for order relations are introduced, and operations in ordered fields are then studied. Applications of this theory to geometry and to distance, work, mixture, and interest problems are provided. (SD)

ED 101 982 SE 018 685

Exner, Robert And Others

Elements of Mathematics, Book 4: Relations.

Central Midwestern Regional Educational Lab., Inc., St. Louis, Mo.

Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.

Pub Date 74

Note—158p.; For a fuller discussion of the rationale and design of the program, see SE 018 664 and 665

Available from—CEMREL, Inc., 3120 59th Street, St. Louis, Missouri 63139 (no price quoted); ERIC/SMEAC, The Ohio State University, 400 Lincoln Tower, Columbus, Ohio 43210 (on loan)

Document Not Available from EDRS.

Descriptors—*Curriculum, Experimental Curriculum, Individualized Curriculum, Individualized Instruction, *Mathematical Concepts, Mathematics Education, *Relationship, Secondary Education, *Secondary School Mathematics, Set Theory, *Textbooks

Identifiers—Carbondale, *Comprehensive School Mathematics Program, CSMP, Illinois, Relations (Mathematics)

One of 12 books developed for use with the core material (Book O) of the Elements of Mathematics Program, this text covers material well beyond the scope of the usual secondary mathematics sequences. These materials are designed for highly motivated students with strong verbal abilities; mathematical theories and ideas are developed through problem situations and explanatory materials. In this short volume the definition of relation, domain, range, and converse relation is reviewed. Properties of equivalence relations, order relations, and functions are developed. (SD)

ED 101 983 SE 018 686

Exner, Robert And Others

Elements of Mathematics, Book 5: Functions.

Central Midwestern Regional Educational Lab., Inc., St. Louis, Mo.

Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.

Pub Date 74

Note—302p.; For a fuller discussion of the rationale and design of the program, see SE 018 664 and 665

Available from—CEMREL, Inc., 3120 59th Street, St. Louis, Missouri 63139 (no price quoted); ERIC/SMEAC, The Ohio State University, 400 Lincoln Tower, Columbus, Ohio 43210 (on loan)

Document Not Available from EDRS.

Descriptors—*Algebra, *Curriculum, Experimental Curriculum, Individualized Curriculum, Individualized Instruction, Inductive Methods, *Mathematical Concepts, Secondary Education, *Secondary School Mathematics, *Textbooks

Identifiers—Carbondale, *Comprehensive School Mathematics Program, CSMP, Functions, Illinois, Sequences (Mathematics)

One of 12 books developed for use with the core material (Book O) of the Elements of Mathematics Program, this text covers material well beyond the scope of the usual secondary mathematics sequences. These materials are designed for highly motivated students with strong verbal abilities; mathematical theories and ideas are developed through problem situations and explanatory materials. The functions discussed in this volume include sequences, homomorphisms between abstract structures and polynomials. Sequences are discussed in detail; the summation notation is introduced, and mathematical induction is studied. Matrices, counting theorems, and derivatives of polynomials are among the diverse topics covered within the framework of functions. (SD)

ED 101 984 SE 018 687

Exner, Robert And Others

Elements of Mathematics, Book 6: Number Systems.

Central Midwestern Regional Educational Lab., Inc., St. Louis, Mo.

Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.

Pub Date 73

Note—270p.; For a fuller discussion of the rationale and design of the program, see SE 018 664 and 665

Available from—CEMREL, Inc., 3120 59th Street, St. Louis, Missouri 63139 (no price quoted); ERIC/SMEAC, The Ohio State University, 400 Lincoln Tower, Columbus, Ohio 43210 (on loan)

Document Not Available from EDRS.

Descriptors—*Curriculum, Experimental Curriculum, Individualized Curriculum, Individualized Instruction, Mathematical Concepts, Mathematics Education, *Number Concepts, *Number Systems, Relationship, Secondary Education, *Secondary School Mathematics, *Textbooks

Identifiers—Carbondale, *Comprehensive School Mathematics Program, CSMP, Illinois

One of 12 books developed for use with the core material (Book O) of the Elements of Mathematics Program, this text covers material well beyond the scope of the usual secondary mathematics sequences. These materials are designed for highly motivated students with strong verbal abilities; mathematical theories and ideas are developed through problem situations and explanatory materials. The systems of whole numbers, integers, rational numbers, and real numbers are considered as algebraic systems, constructed from the axiomatically defined whole numbers. Order properties, completeness, and (infinite) cardinality are studied. The complex number field is introduced. (SD)

ED 101 985 SE 018 688

Exner, Robert And Others

Elements of Mathematics, Book 7: Real Analysis (Calculus of One Variable).

Central Midwestern Regional Educational Lab., Inc., St. Louis, Mo.

Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.

Pub Date 74

Note—460p.; For a fuller discussion of the rationale and design of the program, see SE 018 664 and 665

Available from—CEMREL, Inc., 3120 59th Street, St. Louis, Missouri 63139 (no price quoted); ERIC/SMEAC, The Ohio State University, 400 Lincoln Tower, Columbus, Ohio 43210 (on loan)

Document Not Available from EDRS.

Descriptors—*Calculus, College Mathematics, *Curriculum, Experimental Curriculum, Higher Education, Individualized Curriculum, Individualized Instruction, *Mathematics Education, Secondary Education, *Secondary School Mathematics, *Textbooks

Identifiers—Carbondale, *Comprehensive School Mathematics Program, CSMP, Illinois

One of 12 books developed for use with the core material (Book O) of the Elements of Mathematics Program, this text covers material well beyond the scope of the usual secondary mathematics sequences. These materials are designed for highly motivated students with strong verbal abilities; mathematical theories and ideas are developed through problem situations and explanatory materials. In this volume, the usual topics from a first course in calculus (continuity and limits, differences, differentiation, antiderivatives and integration, exp and log, arc length and circular functions, sequences and series) are covered. To some extent the treatment uses the concepts and notations developed in Books 0-6. (SD)

ED 101 986 SE 018 689

Exner, Robert And Others
Elements of Mathematics, Book 8: Elements of Geometry.

Central Midwestern Regional Educational Lab., Inc., St. Louis, Mo.

Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.

Pub Date 73
Note—150p.; For a fuller discussion of the rationale and design of the program, see SE 018 664 and 665

Available from—CEMREL, Inc., 3120 59th Street, St. Louis, Missouri 63139 (no price quoted); ERIC/SMEAC, The Ohio State University, 400 Lincoln Tower, Columbus, Ohio 43210 (on loan)

Document Not Available from EDRS.

Descriptors—College Mathematics, *Curriculum, Experimental Curriculum, Geometric Concepts, *Geometry, History, Individualized Curriculum, Individualized Instruction, *Mathematics Education, Secondary Education, *Secondary School Mathematics, *Textbooks

Identifiers—Carbondale, *Comprehensive School Mathematics Program, CSMP, Illinois

One of 12 books developed for use with the core material (Book O) of the Elements of Mathematics Program, this text covers material well beyond the scope of the usual secondary mathematics sequences. These materials are designed for highly motivated students with strong verbal abilities; mathematical theories and ideas are developed through problem situations and explanatory materials. This volume examines the formal system of plane geometry, in particular, the parallel postulate. Affine and projective geometries are then developed. Discussions of the history of Euclidean geometry, the parallel postulate, and set theory are included. (SD)

ED 101 987 SE 018 690

Exner, Robert And Others
Elements of Mathematics, Book 9: Linear Algebra and Geometry with Trigonometry.

Central Midwestern Regional Educational Lab., Inc., St. Louis, Mo.

Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.

Pub Date 74
Note—405p.; For a fuller discussion of the rationale and design of the program, see SE 018 664 and 665

Available from—CEMREL, Inc., 3120 59th Street, St. Louis, Missouri 63139 (no price quoted); ERIC/SMEAC, The Ohio State University, 400 Lincoln Tower, Columbus, Ohio 43210 (on loan)

Document Not Available from EDRS.

Descriptors—College Mathematics, *Curriculum, Experimental Curriculum, *Geometry, Individualized Curriculum, Individualized Instruction, Mathematics Education, Secondary Education, *Secondary School Mathematics, *Textbooks, *Transformations (Mathematics), Trigonometry

Identifiers—Carbondale, *Comprehensive School Mathematics Program, CSMP, Illinois, Vector Spaces

One of 12 books developed for use with the core material (Book O) of the Elements of Mathematics Program, this text covers material

well beyond the scope of the usual secondary mathematics sequences. These materials are designed for highly motivated students with strong verbal abilities; mathematical theories and ideas are developed through problem situations and explanatory materials. In this volume, vector spaces and linear transformations, affine spaces and affine transformations, and inner product spaces are presented. Euclidean geometry is then considered as affine space over the reals (with inner product); the angles, congruence, the conics, and other topics are discussed from this point of view. Trigonometry is then introduced with both an intuitive approach and a more rigorous approach. (SD)

ED 101 988 SE 018 691

Exner, Robert And Others
Elements of Mathematics, Book 10: Groups and Rings.

Central Midwestern Regional Educational Lab., Inc., St. Louis, Mo.

Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.

Pub Date 73
Note—393p.; For a fuller discussion of the rationale and design of the program, see SE 018 664 and 665

Available from—CEMREL, Inc., 3120 59th Street, St. Louis, Missouri 63139 (no price quoted); ERIC/SMEAC, The Ohio State University, 400 Lincoln Tower, Columbus, Ohio 43210 (on loan)

Document Not Available from EDRS.

Descriptors—Algebra, College Mathematics, *Curriculum, Experimental Curriculum, Individualized Curriculum, Individualized Instruction, *Mathematical Concepts, Mathematics Education, Secondary Education, *Secondary School Mathematics, *Textbooks

Identifiers—Carbondale, *Comprehensive School Mathematics Program, CSMP, Illinois

One of 12 books developed for use with the core material (Book O) of the Elements of Mathematics Program, this text covers material well beyond the scope of the usual secondary mathematics sequences. These materials are designed for highly motivated students with strong verbal abilities; mathematical theories and ideas are developed through problem situations and explanatory materials. In this volume on groups and rings, the topics generally covered in a demanding college course in algebra are presented. For groups these topics include the Sylow Theorems and the fundamental homomorphism theorem; for rings they include the study of special types of rings (p.i.d., u.f.d., etc.) and an introduction to Galois Theory. (SD)

ED 101 989 SE 018 692

Exner, Robert And Others
Elements of Mathematics, Book 11: Finite Probability Spaces.

Central Midwestern Regional Educational Lab., Inc., St. Louis, Mo.

Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.

Pub Date 73
Note—379p.; For a fuller discussion of the rationale and design of the program, see SE 018 664 and 665

Available from—CEMREL, Inc., 3120 59th Street, St. Louis, Missouri 63139 (no price quoted); ERIC/SMEAC, The Ohio State University, 400 Lincoln Tower, Columbus, Ohio 43210 (on loan)

Document Not Available from EDRS.

Descriptors—College Mathematics, *Curriculum, Experimental Curriculum, Individualized Curriculum, Individualized Instruction, Mathematical Applications, *Mathematics Education, *Probability, Probability Theory, Secondary Education, *Secondary School Mathematics, *Textbooks

Identifiers—Carbondale, *Comprehensive School Mathematics Program, CSMP, Illinois

One of 12 books developed for use with the core material (Book O) of the Elements of Mathematics Program, this text covers material well beyond the scope of the usual secondary mathematics sequences. These materials are designed for highly motivated students with strong verbal abilities; mathematical theories and ideas are developed through problem situations and explanatory materials. In this volume, sample problems and a historical note are used to introduce the ideas of probability space and proba-

bility function. Counting principles, conditional probability, expectation, and the law of large numbers are among the topics covered. (SD)

ED 101 990 SE 018 693

Exner, Robert And Others
Elements of Mathematics, Book 12: Introduction to Measure Theory.

Central Midwestern Regional Educational Lab., Inc., St. Louis, Mo.

Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.

Pub Date 73
Note—182p.; For a fuller discussion of the rationale and design of the program, see SE 018 664 and 665

Available from—CEMREL, Inc., 3120 59th Street, St. Louis, Missouri 63139 (no price quoted); ERIC/SMEAC, The Ohio State University, 400 Lincoln Tower, Columbus, Ohio 43210 (on loan)

Document Not Available from EDRS.

Descriptors—College Mathematics, *Curriculum, Experimental Curriculum, Individualized Curriculum, Individualized Instruction, *Mathematics Education, Measurement, Probability, Secondary Education, *Secondary School Mathematics, *Set Theory, *Textbooks

Identifiers—Carbondale, *Comprehensive School Mathematics Program, CSMP, Illinois, Measure Theory

One of 12 books developed for use with the core material (Book O) of the Elements of Mathematics Program, this text covers material well beyond the scope of the usual secondary mathematics sequences. These materials are designed for highly motivated students with strong verbal abilities; mathematical theories and ideas are developed through problem situations and explanatory materials. In this volume, an algebra of sets is defined, and probability measures on algebras considered. These concepts are generalized to the concept of measure space. Borel sets, measurable functions, and integration of measurable functions are studied. Product measures are defined. (SD)

ED 101 991 SE 018 694

Exner, Robert And Others
Elements of Mathematics, Book A: An Introduction to Mathematization: A Theory of Voting Bodies.

Central Midwestern Regional Educational Lab., Inc., St. Louis, Mo.

Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.

Pub Date 74
Note—98p.; For a fuller discussion of the rationale and design of the program, see SE 018 664 and 665

Available from—CEMREL, Inc., 3120 59th Street, St. Louis, Missouri 63139 (no price quoted); ERIC/SMEAC, The Ohio State University, 400 Lincoln Tower, Columbus, Ohio 43210 (on loan)

Document Not Available from EDRS.

Descriptors—*Curriculum, Experimental Curriculum, Individualized Curriculum, Individualized Instruction, *Mathematical Applications, *Mathematical Models, Mathematics Education, *Problem Solving, Secondary Education, *Secondary School Mathematics

Identifiers—Carbondale, *Comprehensive School Mathematics Program, CSMP, Illinois

This volume, a part of the Elements of Mathematics Program (EM), provides the student with an experience in developing a mathematical model for a "real-life" situation. After discussing the process of mathematization by reference to geometry, and presenting a flow-chart diagram describing the relationship of mathematical models to real situations, the book focuses on a single problem, the mathematization of the voting process of decision-making bodies. The analysis of this problem requires knowledge of set theory and logic (including quantifiers) and a facility with concepts such as relation, functions, and ordered n-tuple, studied in other EM volumes. (SD)

ED 101 992 SE 018 695

Elements of Mathematics, Book B: EM Problem Book.

Central Midwestern Regional Educational Lab., Inc., St. Louis, Mo.

Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.

Pub Date [74]

Note—205p.; For a fuller discussion of the rationale and design of the program, see SE 018 664 and 665

Available from—CEMREL, Inc., 3120 59th Street, St. Louis, Missouri 63139 (no price quoted); ERIC/SMEAC, The Ohio State University, 400 Lincoln Tower, Columbus, Ohio 43210 (on loan)

Document Not Available from EDRS.

Descriptors—*Curriculum, Experimental Curriculum, Individualized Curriculum, Individualized Instruction, *Mathematical Enrichment, Mathematics Education, Problem Sets, *Problem Solving, Secondary Education, *Secondary School Mathematics, *Textbooks

Identifiers—Carbondale, *Comprehensive School Mathematics Program, CSMP, Illinois

This volume, a part of the Elements of Mathematics Program (EM), contains 200 problems which require no special training beyond elementary mathematics, but often careful analysis and some ingenuity. The statements of some problems involve functional notation, but most are stated either in prose or prose accompanied by illustrations. Problems are labeled according to five levels of difficulty. Detailed solutions to all problems are provided at the end of the book. (SD)

ED 101 993 SE 018 696

Herbert, Martin

Evaluation Report 1-A-1: Overview, Design and Instrumentation.

Central Midwestern Regional Educational Lab., Inc., St. Louis, Mo.

Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.

Pub Date 23 Oct 74
Note—42p.; Extended Pilot Trial of the Comprehensive School Mathematics Program. This program is described in SE 018 664, 711, and 712

Available from—CEMREL, Inc., 3120 59th Street, St. Louis, Missouri 63139 (no price quoted); ERIC/SMEAC, The Ohio State University, 400 Lincoln Tower, Columbus, Ohio 43210 (on loan)

Document Not Available from EDRS.

Descriptors—*Curriculum, *Curriculum Evaluation, *Elementary School Mathematics, *Evaluation Criteria, Evaluation Methods, Experimental Curriculum, Individualized Curriculum, Individualized Instruction, Primary Education, *Program Evaluation

Identifiers—Carbondale, *Comprehensive School Mathematics Program, CSMP, Illinois

This evaluation report is one of 17 planned for the longitudinal pilot study of the implementation in kindergarten and grade 1 of the Comprehensive School Mathematics Program (CSMP). In this report an overview of the CSMP curriculum for grades K-3 is provided. The goals of evaluation, including specific questions concerning intrinsic merit, practicality, and outcomes are discussed. The overall evaluation design is described, and general guidelines for development of instruments and procedures are outlined. (SD)

ED 101 994 SE 018 697

Herbert, Martin

Evaluation Report 1-A-2: External Review of CSMP Materials.

Central Midwestern Regional Educational Lab., Inc., St. Louis, Mo.

Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.

Pub Date 12 Jun 74
Note—36p.; Extended Pilot Trial of the Comprehensive School Mathematics Program. This program is described in SE 018 664, 711, and 712

Available from—CEMREL, Inc., 3120 59th Street, St. Louis, Missouri 63139 (no price quoted); ERIC/SMEAC, The Ohio State University, 400 Lincoln Tower, Columbus, Ohio 43210 (on loan)

Document Not Available from EDRS.

Descriptors—*Curriculum, *Curriculum Evaluation, *Elementary School Mathematics, Experimental Curriculum, Individualized Curriculum, Individualized Instruction, Primary Education, *Program Evaluation

Identifiers—Carbondale, *Comprehensive School Mathematics Program, CSMP, External Reviews, Illinois

This evaluation report is one of 17 planned for the longitudinal pilot study of the implementation in kindergarten and grade 1 of the Comprehensive School Mathematics Program (CSMP). For this report, five external reviewers were selected from a list provided by the Mathematics Association of America. CSMP materials were sent to these individuals with a request that they provide evaluative reviews of the materials. These reviews, and a summary of them, are provided in this report, together with a copy of the letter and a list of the materials sent. (SD)

ED 101 995 SE 018 698

Holz, Alan And Others

Evaluation Report 1-B-1: Mid-Year Test Data: CSMP First Grade Content.

Central Midwestern Regional Educational Lab., Inc., St. Louis, Mo.

Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.

Pub Date 7 Jun 74

Note—60p.; Extended Pilot Trial of the Comprehensive School Mathematics Program. This program is described in SE 018 664, 711, and 712

Available from—CEMREL, Inc., 3120 59th Street, St. Louis, Missouri 63139 (no price quoted); ERIC/SMEAC, The Ohio State University, 400 Lincoln Tower, Columbus, Ohio 43210 (on loan)

Document Not Available from EDRS.

Descriptors—Achievement Tests, *Curriculum, *Curriculum Evaluation, *Elementary School Mathematics, Experimental Curriculum, Individualized Curriculum, Individualized Instruction, Primary Education, *Program Evaluation, Test Results, *Tests

Identifiers—Carbondale, *Comprehensive School Mathematics Program, CSMP, Illinois

This evaluation report is one of 17 planned for the longitudinal pilot study of the implementation in kindergarten and grade 1 of the Comprehensive School Mathematics Program (CSMP). This report describes the construction and administration of a test covering the content of the first-grade CSMP curriculum. Test analysis data for the full test and subscales are provided, as are item data and copies of the instruments. (SD)

ED 101 996 SE 018 699

Karmos, Joseph S.

Evaluation Report 1-B-2: End-of-Year Test Data: CSMP First Grade Content.

Central Midwestern Regional Educational Lab., Inc., St. Louis, Mo.

Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.

Pub Date Aug 74

Note—72p.; Extended Pilot Trial of the Comprehensive School Mathematics Program. This program is described in SE 018 664, 711, and 712

Available from—CEMREL, Inc., 3120 59th Street, St. Louis, Missouri 63139 (no price quoted); ERIC/SMEAC, The Ohio State University, 400 Lincoln Tower, Columbus, Ohio 43210 (on loan)

Document Not Available from EDRS.

Descriptors—Achievement Tests, *Curriculum, *Curriculum Evaluation, *Elementary School Mathematics, Experimental Curriculum, Individualized Curriculum, Individualized Instruction, Primary Education, *Program Evaluation, *Test Results, Tests

Identifiers—Carbondale, *Comprehensive School Mathematics Program, CSMP, Illinois

This evaluation report is one of 17 planned for the longitudinal pilot study of the implementation in kindergarten and grade 1 of the Comprehensive School Mathematics Program (CSMP). In this report, a detailed analysis of the end-of-year performance of first-grade students in the CSMP program on a test covering CSMP content is provided. (SD)

ED 101 997 SE 018 700

Herbert, Martin And Others

Evaluation Report 1-B-3: End-of-Year Test Data: Standard First Grade Content.

Central Midwestern Regional Educational Lab., Inc., St. Louis, Mo.

Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.

Pub Date 4 Aug 74

Note—81p.; Extended Pilot Trial of the Comprehensive School Mathematics Program. This

program is described in SE 018 664, 711, and 712

Available from—CEMREL, Inc., 3120 59th Street, St. Louis, Missouri 63139 (no price quoted); ERIC/SMEAC, The Ohio State University, 400 Lincoln Tower, Columbus, Ohio 43210 (on loan)

Document Not Available from EDRS.

Descriptors—Achievement Tests, *Curriculum, *Curriculum Evaluation, *Elementary School Mathematics, Experimental Curriculum, Individualized Curriculum, Individualized Instruction, Primary Education, *Program Evaluation, *Test Results, Tests

Identifiers—Carbondale, *Comprehensive School Mathematics Program, CSMP, Illinois

This evaluation report is one of 17 planned for the longitudinal pilot study of the implementation in kindergarten and grade 1 of the Comprehensive School Mathematics Program (CSMP). In this report, the end-of-year performance of CSMP and non-CSMP first-grade students on a test of standard first-grade content is compared. The development of this test and test analysis data are discussed. (SD)

ED 101 998 SE 018 701

Herbert, Martin And Others

Evaluation Report 1-B-4: End-of-Year Test Data: CSMP Kindergarten Content.

Central Midwestern Regional Educational Lab., Inc., St. Louis, Mo.

Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.

Pub Date 4 Aug 74

Note—36p.; Extended Pilot Trial of the Comprehensive School Mathematics Program. This program is described in SE 018 664, 711, and 712

Available from—CEMREL, Inc., 3120 59th Street, St. Louis, Missouri 63139 (no price quoted); ERIC/SMEAC, The Ohio State University, 400 Lincoln Tower, Columbus, Ohio 43210 (on loan)

Document Not Available from EDRS.

Descriptors—Achievement Tests, *Curriculum, *Curriculum Evaluation, *Elementary School Mathematics, Experimental Curriculum, Individualized Curriculum, Individualized Instruction, Kindergarten, Primary Education, *Program Evaluation, *Test Results, Tests

Identifiers—Carbondale, *Comprehensive School Mathematics Program, CSMP, Illinois

This evaluation report is one of 17 planned for the longitudinal pilot study of the implementation in kindergarten and grade 1 of the Comprehensive School Mathematics Program (CSMP). In this report, the construction and administration of a test based on the goals of the CSMP kindergarten program are discussed. Test and item data are presented and discussed for both CSMP and non-CSMP students. Lists of goals and test items are provided in an appendix. (SD)

ED 101 999 SE 018 702

Herbert, Martin And Others

Evaluation Report 1-B-5: Test Data on Some General Cognitive Skills Related to CSMP Content.

Central Midwestern Regional Educational Lab., Inc., St. Louis, Mo.

Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.

Pub Date 15 Sep 74

Note—49p.; Extended Pilot Trial of the Comprehensive School Mathematics Program. This program is described in SE 018 664, 711, and 712

Available from—CEMREL, Inc., 3120 59th Street, St. Louis, Missouri 63139 (no price quoted); ERIC/SMEAC, The Ohio State University, 400 Lincoln Tower, Columbus, Ohio 43210 (on loan)

Document Not Available from EDRS.

Descriptors—*Cognitive Tests, *Curriculum, *Curriculum Evaluation, *Elementary School Mathematics, Experimental Curriculum, Individualized Curriculum, Individualized Instruction, Primary Education, *Program Evaluation, Test Results

Identifiers—Carbondale, *Comprehensive School Mathematics Program, CSMP, Illinois

This evaluation report is one of 17 planned for the longitudinal pilot study of the implementation in kindergarten and grade 1 of the Comprehensive School Mathematics Program (CSMP). This report describes the development and use of

three content-free tests of cognitive skills related to mathematical thinking. These tests dealt with classification, relations, and analytic reasoning, and were administered to first-grade students in both CSMP and non-CSMP curricula. Test directions, items, and item analysis are provided, together with overall test results for the two groups. (SD)

ED 102 000 SE 018 703

Herbert, Martin

Evaluation Report 1-B-6: Summary Test Data: Detroit Schools.

Central Midwestern Regional Educational Lab., Inc., St. Louis, Mo.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 15 Sep 74

Note—29p; Extended Pilot Trial of the Comprehensive School Mathematics Program. This program is described in SE 018 664, 711, and 712

Available from—CEMREL, Inc., 3120 59th Street, St. Louis, Missouri 63139 (no price quoted); ERIC/SMEAC, The Ohio State University, 400 Lincoln Tower, Columbus, Ohio 43210 (on loan)

Document Not Available from EDRS.

Descriptors—*Curriculum, *Curriculum Evaluation, *Elementary School Mathematics, Experimental Curriculum, Individualized Curriculum, Individualized Instruction, Primary Education, *Program Evaluation, *Test Results, Tests

Identifiers—Carbondale, *Comprehensive School Mathematics Program, CSMP, Illinois
This evaluation report is one of 17 planned for the longitudinal pilot study of the implementation in kindergarten and grade 1 of the Comprehensive School Mathematics Program (CSMP). In this report, the implementation of the CSMP program in first-grade classrooms in Detroit is described. Results of three tests given to both CSMP and non-CSMP students are analyzed and discussed. These tests covered: (1) content of the CSMP curriculum, (2) content of the standard curriculum, and (3) relational concepts. (SD)

ED 102 001 SE 018 704

Karmos, Joseph S. And Others

Evaluation Report 1-C-1: Teacher Training Report.

Central Midwestern Regional Educational Lab., Inc., St. Louis, Mo.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 19 Oct 73

Note—72p; Extended Pilot Trial of the Comprehensive School Mathematics Program. This program is described in SE 018 664, 711, and 712

Available from—CEMREL, Inc., 3120 59th Street, St. Louis, Missouri 63139 (no price quoted); ERIC/SMEAC, The Ohio State University, 400 Lincoln Tower, Columbus, Ohio 43210 (on loan)

Document Not Available from EDRS.

Descriptors—*Curriculum, *Curriculum Evaluation, *Elementary School Mathematics, Experimental Curriculum, Individualized Curriculum, Individualized Instruction, *Inservice Teacher Education, Primary Education, *Program Evaluation

Identifiers—Carbondale, *Comprehensive School Mathematics Program, CSMP, Illinois

This evaluation report is one of 17 planned for the longitudinal pilot study of the implementation in kindergarten and grade 1 of the Comprehensive School Mathematics Program (CSMP). In this report, CSMP teacher training workshops are described and evaluated. Data collected from participating teachers and coordinators by two questionnaires (background and reaction) and a posttest are summarized. (SD)

ED 102 002 SE 018 705

Holz, Alan And Others

Evaluation Report 1-C-2: Observations of CSMP First Grade Classes.

Central Midwestern Regional Educational Lab., Inc., St. Louis, Mo.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Aug 74

Note—62p; Extended Pilot Trial of the Comprehensive School Mathematics Program. This program is described in SE 018 664, 711, and 712

Available from—CEMREL, Inc., 3120 59th Street, St. Louis, Missouri 63139 (no price quoted); ERIC/SMEAC, The Ohio State University, 400 Lincoln Tower, Columbus, Ohio 43210 (on loan)

Document Not Available from EDRS.

Descriptors—*Curriculum, *Curriculum Evaluation, *Elementary School Mathematics, Experimental Curriculum, Individualized Curriculum, Individualized Instruction, *Observation, Primary Education, *Program Evaluation

Identifiers—Carbondale, *Comprehensive School Mathematics Program, CSMP, Illinois

This evaluation report is one of 17 planned for the longitudinal pilot study of the implementation in kindergarten and grade 1 of the Comprehensive School Mathematics Program (CSMP). In this report, the purpose and design of the classroom observation phase of evaluation are described; schedules of observation and a sample observation form are included. Observational data are summarized for three demographic categories. The degree of implementation is analyzed, and implications of the findings are discussed. (SD)

ED 102 003 SE 018 706

Herbert, Martin And Others

Evaluation Report 1-C-3: Mid-Year Data from Teacher Questionnaires.

Central Midwestern Regional Educational Lab., Inc., St. Louis, Mo.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 15 Apr 74

Note—22p; Extended Pilot Trial of the Comprehensive School Mathematics Program. This program is described in SE 018 664, 711, and 712

Available from—CEMREL, Inc., 3120 59th Street, St. Louis, Missouri 63139 (no price quoted); ERIC/SMEAC, The Ohio State University, 400 Lincoln Tower, Columbus, Ohio 43210 (on loan)

Document Not Available from EDRS.

Descriptors—*Curriculum, *Curriculum Evaluation, *Elementary School Mathematics, Experimental Curriculum, Individualized Curriculum, Individualized Instruction, Primary Education, *Program Evaluation, *Questionnaires

Identifiers—Carbondale, *Comprehensive School Mathematics Program, CSMP, Illinois

This evaluation report is one of 17 planned for the longitudinal pilot study of the implementation in kindergarten and grade 1 of the Comprehensive School Mathematics Program (CSMP). Kindergarten and first-grade teachers using the CSMP curriculum were asked, at mid-year, to evaluate the content and instructional materials by rating several aspects of each on a 4-point scale; they were also asked to respond to three questions concerning implementation. The data collected are summarized and discussed in this report. (SD)

ED 102 004 SE 018 707

Holz, Alan And Others

Evaluation Report 1-C-4: End-of-Year Data from Teacher Questionnaires.

Central Midwestern Regional Educational Lab., Inc., St. Louis, Mo.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Aug 74

Note—89p; Extended Pilot Trial of the Comprehensive School Mathematics Program. This program is described in SE 018 664, 711, and 712

Available from—CEMREL, Inc., 3120 59th Street, St. Louis, Missouri 63139 (no price quoted); ERIC/SMEAC, The Ohio State University, 400 Lincoln Tower, Columbus, Ohio 43210 (on loan)

Document Not Available from EDRS.

Descriptors—*Curriculum, *Curriculum Evaluation, *Elementary School Mathematics, Experimental Curriculum, Individualized Curriculum, Individualized Instruction, Primary Education, *Program Evaluation, *Questionnaires

Identifiers—Carbondale, *Comprehensive School Mathematics Program, CSMP, Illinois

This evaluation report is one of 17 planned for the longitudinal pilot study of the implementation in kindergarten and grade 1 of the Comprehensive School Mathematics Program (CSMP). Teachers using the CSMP curricula in kindergarten and first-grade classrooms were asked to

complete questionnaires concerning implementation problems, timing and lessons completed, and general evaluation issues. The data gathered are summarized and discussed in this report. (SD)

ED 102 005 SE 018 708

Holz, Alan And Others

Evaluation Report 1-C-5: Interviews with CSMP Kindergarten Teachers.

Central Midwestern Regional Educational Lab., Inc., St. Louis, Mo.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 19 Aug 74

Note—117p; Extended Pilot Trial of the Comprehensive School Mathematics Program. This program is described in SE 018 664, 711, and 712

Available from—CEMREL, Inc., 3120 59th Street, St. Louis, Missouri 63139 (no price quoted); ERIC/SMEAC, The Ohio State University, 400 Lincoln Tower, Columbus, Ohio 43210 (on loan)

Document Not Available from EDRS.

Descriptors—*Curriculum, *Curriculum Evaluation, *Elementary School Mathematics, Experimental Curriculum, *Field Interviews, Individualized Curriculum, Individualized Instruction, Primary Education, *Program Evaluation

Identifiers—Carbondale, *Comprehensive School Mathematics Program, CSMP, Illinois

This evaluation report is one of 17 planned for the longitudinal pilot study of the implementation in kindergarten and grade 1 of the Comprehensive School Mathematics Program (CSMP). Fifteen kindergarten teachers using the CSMP curriculum were interviewed; their comments on various aspects of the program, ranging from learning to parental reactions, are summarized and discussed. Transcripts of the interviews are provided in an appendix. (SD)

ED 102 006 SE 018 709

Barszcz, Edward Herbert, Martin

Evaluation Report 1-C-6: Analysis of Teacher Logs.

Central Midwestern Regional Educational Lab., Inc., St. Louis, Mo.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Oct 74

Note—64p; Extended Pilot Trial of the Comprehensive School Mathematics Program. This program is described in SE 018 664, 711, and 712

Available from—CEMREL, Inc., 3120 59th Street, St. Louis, Missouri 63139 (no price quoted); ERIC/SMEAC, The Ohio State University, 400 Lincoln Tower, Columbus, Ohio 43210 (on loan)

Document Not Available from EDRS.

Descriptors—*Curriculum, *Curriculum Evaluation, *Elementary School Mathematics, Experimental Curriculum, Individualized Curriculum, Individualized Instruction, Primary Education, *Program Evaluation, *Reports

Identifiers—Carbondale, *Comprehensive School Mathematics Program, CSMP, Illinois, Teacher Logs

This evaluation report is one of 17 planned for the longitudinal pilot study of the implementation in kindergarten and grade 1 of the Comprehensive School Mathematics Program (CSMP). Pilot teachers using the CSMP curricula for kindergarten and first grade were asked to keep weekly logs on forms provided. The logs returned were analyzed to help evaluate the sequencing and timing of lessons, and to gather other evaluative information. This analysis is summarized and discussed in this report. (SD)

ED 102 007 SE 018 710

Rade, Lennart, Ed.

The Teaching of Probability and Statistics. Proceedings of the CSMP International Conference (1st, Carbondale, Illinois, March 18-27, 1969).

Spons Agency—Central Midwestern Regional Educational Lab., Inc., St. Louis, Mo.; Southern Illinois Univ., Carbondale.

Pub Date 70

Note—373p.

Available from—CEMREL, Inc., 3120 59th Street, St. Louis, Missouri 63139 (no price quoted); ERIC/SMEAC, The Ohio State University, 400 Lincoln Tower, Columbus, Ohio 43210 (on loan)

Document Not Available from EDRS.

Descriptors—Conferences, *Curriculum, Experimental Curriculum, Individualized Curriculum, Individualized Instruction, *Mathematics Education, *Probability Theory, *Statistics, Teacher Education, *Teaching Methods
Identifiers—Carbondale, *Comprehensive School Mathematics Program, CSMP, Illinois

This volume is based on a conference on the teaching of probability and statistics held in 1969 by the Comprehensive School Mathematics Program (CSMP) and the Central Midwestern Regional Educational Laboratory (CEMREL). The purpose of the conference was to study a broad range of opinion on the teaching of probability and statistics and to recommend specific points for incorporation into CSMP materials. This book included as overview of the conference, the list of recommendations made, and copies of papers presented by the participants. (SD)

ED 102 008 SE 018 711
Comprehensive School Mathematics Program and Content Description for K-6.

Central Midwestern Regional Educational Lab., Inc., St. Louis, Mo.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date [74]

Note—30p.
Available from—CEMREL, Inc., 3120 59th Street, St. Louis, Missouri 63139 (no price quoted); ERIC/SMEAC, The Ohio State University, 400 Lincoln Tower, Columbus, Ohio 43210 (on loan)

Document Not Available from EDRS.

Descriptors—*Curriculum, Elementary Education, *Elementary School Mathematics, Experimental Curriculum, Individualized Curriculum, Individualized Instruction, Instructional Materials, *Mathematical Concepts, *Program Descriptions

Identifiers—Carbondale, *Comprehensive School Mathematics Program, CSMP, Illinois

This pair of brochures describes the elementary curriculum of the Comprehensive School Mathematics Program (CSMP). Many of the topics and exercises unique to this program are illustrated. The educational philosophy underlying the program is briefly described. (SD)

ED 102 009 SE 018 712
Haag, Vincent H. Hammond, Robert P.

An Introduction to Mathematics of Grades K to 2. Teacher's Manual and Answer Key.

Central Midwestern Regional Educational Lab., Inc., St. Louis, Mo.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date 74

Note—110p.; A Manual for Teachers of the CSMP Elementary Curriculum K to 2. A discussion of the rationale and design of CSMP programs is in SE 018 664 and 711

Available from—CEMREL, Inc., 3120 59th Street, St. Louis, Missouri 63139 (no price quoted); ERIC/SMEAC, The Ohio State University, 400 Lincoln Tower, Columbus, Ohio 43210 (on loan)

Document Not Available from EDRS.

Descriptors—Activity Learning, *Curriculum, *Elementary School Mathematics, Experimental Curriculum, Individualized Curriculum, Individualized Instruction, Mathematical Concepts, *Pattern Recognition, Primary Education, Teacher Education, *Teaching Guides

Identifiers—Carbondale, *Comprehensive School Mathematics Program, CSMP, Illinois, Minicompuser

This manual is designed for use in inservice work with teachers preparing to use the Comprehensive School Mathematics Program (CSMP) in grades K-2, and as a resource guide for later use. In it, the nonstandard topics used in the CSMP primary program are developed through discussion and a variety of exercises. These topics include the minicompuser and its relation to standard algorithms, classification and string diagrams, relations and arrow diagrams, combinatorics and probability, and geometry. Advice concerning lesson plans, spiral development of the material, and the use of language in connection with strings, arrows, and the minicompuser is offered. Answers to all exercises are provided in a separate section. (SD)

ED 102 010 SE 018 713
Deskins, W. E. - And Others

Guidelines for the CSMP K-6 Curriculum in Graph Theory.

Central Midwestern Regional Educational Lab., Inc., St. Louis, Mo.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 74
Note—129p.; For a discussion of the rationale and development of CSMP materials, see SE 018 664

Available from—CEMREL, Inc., 3120 59th Street, St. Louis, Missouri 63139 (no price quoted); ERIC/SMEAC, The Ohio State University, 400 Lincoln Tower, Columbus, Ohio 43210 (on loan)

Document Not Available from EDRS.

Descriptors—*Curriculum, *Elementary Education, *Elementary School Mathematics, Experimental Curriculum, Graphs, *Guidelines, Individualized Curriculum, Individualized Instruction, *Instructional Materials, Mathematical Models, *Networks

Identifiers—Carbondale, *Comprehensive School Mathematics Program, CSMP, Graph Theory, Illinois

This volume is designed for teachers preparing to teach upper elementary students using the Comprehensive School Mathematics Program (CSMP) curriculum. It begins with a discussion of the importance of graph theory in mathematics and science. A mathematical development of graph-theoretic concepts and theorems is presented, followed by a set of activities which might be used to introduce graph theory in elementary classrooms, and a statement of goals. (SD)

ED 102 011 SE 018 714
Teacher Training Specifications for Diffusion of CSMP Curricula.

Central Midwestern Regional Educational Lab., Inc., St. Louis, Mo.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date 71

Note—77p.; For a fuller discussion of the CSMP program, see SE 018 664, 665, and 711

Available from—CEMREL, Inc., 3120 59th Street, St. Louis, Missouri 63139 (no price quoted); ERIC/SMEAC, The Ohio State University, 400 Lincoln Tower, Columbus, Ohio 43210 (on loan)

Document Not Available from EDRS.

Descriptors—*Curriculum, *Experimental Curriculum, Individualized Curriculum, Individualized Instruction, Inservice Education, *Mathematics Education, *Specifications, *Teacher Education

Identifiers—Carbondale, *Comprehensive School Mathematics Program, CSMP, Illinois

This manual addresses the problems involved in selection and training of teachers for using the Comprehensive School Mathematics Program (CSMP), an experimental curriculum which emphasizes content well beyond the scope of the standard curriculum. A description of the proposed teacher training model is provided, and implementation specifications are discussed for both elementary and secondary teachers. The training of pilot teachers is also described. (SD)

ED 102 012 SE 018 721
Pre-Tech Chemistry.

Florida Junior Coll., Jacksonville.
Pub Date 74

Note—98p.
EDRS Price MF-\$0.76 HC-\$4.43 PLUS

POSTAGE
Descriptors—Behavioral Objectives, *Chemistry, *Curriculum Guides, Guides, *Instruction, *Instructional Materials, Science Education, *Secondary School Science, Teaching Guides, Units of Study (Subject Fields)

Identifiers—Florida

This course guide is designed to aid chemistry instructors in teaching the skills and knowledge needed by those students planning to take junior college chemistry and is composed of 11 terminal performance objectives, with intermediate performance objectives and sample criterion measures. Suggestions for related laboratory activities are also included. Suggested texts are given. This is considered a student-centered curriculum in chemistry. (Author/EB)

ED 102 013 SE 018 722
Pre-Tech Biology.

Florida Junior Coll., Jacksonville.
Pub Date 74

Note—170p.; Best copy available; occasional marginal legibility

EDRS Price MF-\$0.76 HC-\$8.24 PLUS
POSTAGE

Descriptors—Behavioral Objectives, *Biology, Curriculum Guides, Guides, *Instruction, *Instructional Materials, Science Curriculum, Science Education, *Secondary School Science, *Teaching Guides, Units of Study (Subject Fields)

Identifiers—Florida

This course guide is designed to aid the biology instructor in teaching the skills and knowledge needed by those students planning to take anatomy and physiology in high school and is composed of 13 terminal performance objectives, with intermediate objectives and sample criterion measures. Suggestions for related laboratory activities, supplies, and equipment are also included. The suggested text to be used with this guide is Biology: Living Systems, by Oram, Hummer, and Smoot; Charles E. Merrill, 1973. This course is designed to be student-centered. (Author/EB)

ED 102 014 SE 018 723
Guide to Programs, National Science Foundation

Fiscal Year 1975.

National Science Foundation, Washington, D.C.
Report No.—NSF-74-42

Pub Date 74
Note—92p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 3800-00195, \$1.70)

EDRS Price MF-\$0.76 HC-\$4.43 PLUS
POSTAGE

Descriptors—Elementary Grades, *Federal Aid, *Financial Support, Guides, Higher Education, International Programs, Program Guides, *Research, Science Education, *Sciences Scientific Research, *Secondary Grades, Social Sciences

Identifiers—*National Science Foundation

This guide for the fiscal year 1975 is designed to provide summary information about programs funded by the National Science Foundation, and is intended as a source of general guidance for institutions and individuals interested in participating in these programs. Program listings describe the principal characteristics and basic purpose of each activity, eligibility requirements, closing dates (where applicable), and the address from which more detailed information, brochures, or application forms may be obtained. (Author/EB)

ED 102 015 SE 018 724
Agin, Michael Lawrence

The Feasibility of Teaching Science via a Socio-Historical Approach. Part 1. Technical Report No. 303.

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—WRDCL-TR-303
Pub Date Jun 73

Contract—NE-C-00-3-0065

Note—183p.; Report from the Project on Elementary Science—Man and the Environment. A related document is ED 070 619

EDRS Price MF-\$0.76 HC-\$9.51 PLUS
POSTAGE

Descriptors—*Curriculum Development, Curriculum Research, Educational Research, *Instruction, *Instructional Materials, Research, Science Education, *Science History, *Science Instruction, Student Science Interests, Units of Study (Subject Fields)

Identifiers—Research Reports

Reported is a study made to determine the feasibility of teaching science by utilizing selected concepts related to the social and historical development of science and selected concepts related to atomic energy. Instructional materials included textual materials developed by the investigator, a test, a series of slides, and four motion pictures. The investigator taught the unit to two different high school populations (one, 107 students; the other, 76 students). Mean gains for the subtest and total test were significant for both groups. Student responses indicated a majority expressed a positive opinion toward the interest-producing potential of this unit. The report includes the investigator's research procedure and results presented in tabulated form. A copy of the evaluation instrument, the student response questionnaire, and a bibliography are included. (Author/EB)

ED 102 016 SE 018 736
Effects of NIGMS Training Programs on Graduate Education in the Biomedical Sciences. An Evaluative Study of the Training Programs of the National Institute of General Medical Sciences 1958-1967.

National Inst. of General Medical Sciences (NIH), Bethesda, Md.
Report No.—DHEW-NIH-72-71
Pub Date 69

Note—105p.
EDRS Price MF-\$0.76 HC-\$5.70 PLUS POSTAGE

Descriptors—*Educational Finance, Educational Research, Evaluation, Federal Programs, *Graduate Study, Grants, *Medical Education, Medicine, Science Education
Identifiers—*Biomedical Education

This report was prepared by the National Research Council, at the request of the National Institutes of Health, in an attempt to evaluate the Graduate Research Training Grant Program and Fellowship Program in bioscience. One of the purposes of the study was to collect objective data that would provide answers to such questions as: What have been the patterns of the National Institute of General Medical Sciences (NIGMS) support to bioscience departments by academic field, by geographic region, and by type of institution? What have been the effects of this support on PhD production? In addition to supplying objective data, the report includes an evaluation of the findings and a set of recommendations to the NIGMS regarding future policies for the training programs. The report also includes an appendix on the history of federal government support for research and training in the biomedical sciences. (BR)

ED 102 017 SE 018 738
Biomedical Engineering: A Compendium of Research Training Programs.

National Inst. of General Medical Sciences (NIH), Bethesda, Md.
Pub Date Sep 69
Note—54p.

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—*Admission Criteria, College Faculty, College Programs, *Engineering, *Medical Education, Medicine, *Program Descriptions, Science Education

Identifiers—*Biomedical Engineering

This document was prepared to provide a comprehensive view of the programs in biomedical engineering in existence in 1969. These programs are supported by the National Institute of General Medical Sciences and are located at 18 universities. This compendium provides information as to the intent and content of these programs from data provided by the respective training program directors. Each program description includes a description of the training program, entrance requirements, the research training staff, research equipment and facilities, departmental graduate body and sources of additional information. (BR)

ED 102 018 SE 018 739
Status of Research in Biomedical Engineering 1968.

National Inst. of General Medical Sciences (NIH), Bethesda, Md.
Pub Date 68

Note—84p.
EDRS Price MF-\$0.76 HC-\$4.43 PLUS POSTAGE

Descriptors—College Programs, Educational Research, *Engineering, *Medicine, *Research, Science Education

Identifiers—*Biomedical Engineering

This status report is divided into eight sections. The first four represent the classical engineering or building aspects of bioengineering and deal with biomedical instrumentation, prosthetics, man-machine systems and computer and information systems. The next three sections are related to the scientific, intellectual and academic influence of bioengineering in the life sciences and concern classical engineering physics, cybernetics or systems science, interactions between bioengineering and both engineering and biomedical curricula. Finally, Section 8 is concerned with future goals of bioengineering, in terms of directions, problems and probable ways in which needs may be met. (BR)

ED 102 019 SE 018 740
Riley, Joseph P., II

The Effect of Science Process Training on Preservice Elementary Teachers' Process Skill Abilities, Understanding of Science, and Attitudes Toward Science and Science Teaching.

Pub Date [75]

Note—10p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Academic Achievement, Attitudes, *Educational Research, Elementary School Science, Inquiry Training, *Preservice Education, *Process Education, *Science Education, Teacher Education

Identifiers—Research Reports

The problem investigated was to determine the effects of science process training, using two different inquiry strategies, on preservice teachers' knowledge of process skills, understanding of science, attitude toward science, attitude toward science teaching and attitude toward the inquiry strategy employed in the process training. The population used was 90 student teachers who selected grades 1-4 for assignment. The group was divided into three sections: the active-inquiry level, the vicarious-inquiry level and the control group. The criterion instruments that were employed were The Science Process Measure for Teachers, Test on Understanding Science, Attitude Toward Science and Science Teaching Scales, and Attitude Toward Method of Instruction Inventory. The results indicate the efficacy of process training in terms of improved process skill abilities. The study did not indicate any significant increase in the understanding of science nor any significant change in overall attitude toward science teaching as a result of training in process skills. (BR)

ED 102 020 SE 018 742

A Guide to Teaching the Metric System.

Pennsylvania State Dept. of Education, Harrisburg, Bureau of Curriculum Services.

Report No.—Bull-1

Pub Date 74

Note—21p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Behavioral Objectives, Curriculum, Elementary Secondary Education, Instruction, *Instructional Materials, Learning Activities, *Mathematics Education, *Measurement, *Metric System, *Teaching Guides, Teaching Techniques, Units of Study (Subject Fields)

This publication is intended to serve as a guide for teachers introducing the metric system to elementary and secondary school students. Suggestions are based upon the premise that students learn best when totally involved in activities using the metric system, with few comparisons to our traditional English system of measurement. The booklet includes: a statement of the need for metric instruction, a summary of metric terminology, a list of advantages of the metric system, a set of relevant behavioral objectives, and some specific teaching suggestions. References and a list of sources from which to obtain additional metric teaching materials are included. (CR)

ED 102 021 SE 018 744

Fitzgerald, William M., Ed. Higgins, Joe L., Ed. Mathematics Laboratories: Implementation, Research, and Evaluation.

ERIC Information Analysis Center for Science, Mathematics, and Environmental Education, Columbus, Ohio.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Nov 74

Note—81p.

Available from—Ohio State University, Center for Science and Mathematics Education, 244 Arps Hall, Columbus, Ohio 43210 (\$1.75)
EDRS Price MF-\$0.76 HC-\$4.43 PLUS POSTAGE

Descriptors—*Activity Learning, Curriculum, Departmental Teaching Plans, Discovery Learning, Enrichment Activities, *Evaluation Methods, *Instruction, *Laboratory Procedures, Learning Laboratories, Literature Reviews, Manipulative Materials, *Mathematics Education, Program Descriptions, Research Reviews (Publications)

This publication reviews the mathematical laboratory from three perspectives: a practical view of laboratories in operation, a review of related research, and a view of current laboratory evaluation procedures. After a discussion of definitions, types, and purposes of math labs, the first paper concentrates on their historical development in Philadelphia, Pennsylvania, from their inception in 1967 through 1972. Despite continued interest throughout this period, actual numbers declined rapidly after 1970. Several reasons for this decline are cited. Several projects are reviewed; specifically discussed are problems, solutions, and results. Although generally pessimistic regarding the future of math labs, the author mentions several innovative movements as possible reversing trends. The second paper reviews research on math labs and activity learning, describes ways to employ math labs most effectively, and discusses some apparent effects on student achievement and attitudes (specifically, achievement gains in less able elementary children, with no effect on attitudes). This paper is followed by an extensive bibliography. The third paper critically analyzes seven specific project evaluations—their data collection techniques, types of analyses, and results. Following a discussion of difficulties encountered, the author makes some suggestions, based on the need for individually tailored evaluations. (CR)

ED 102 022 88 SE 018 745

Secondary Schools Curriculum Guide, Mathematics, Grades 7-9. Revised.

Cranston School Dept., R.I.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date 74

Note—181p.; This is a revision to ED 077 739

EDRS Price MF-\$0.76 HC-\$9.51 PLUS POSTAGE

Descriptors—Algebra, *Behavioral Objectives, Curriculum, *Curriculum Guides, Geometric Concepts, Junior High Schools, *Mathematics Education, Number Concepts, *Objectives, *Secondary School Mathematics, Set Theory
Identifiers—Elementary Secondary Education Act Title III, ESEA Title III, *Objectives Bank

Behavioral objectives are specified for 82 topics in mathematics to be covered in grades 7 through 9. A general objective is given for each, followed by specific behavioral objectives with suggested activities. Topics include number properties and operations, geometry, number theory, algebra, set theory, ratio, proportion and percent, the metric system, etc. A separate college preparatory sequence is outlined, which includes units on trigonometry, metric geometry, linear and quadratic equations, logic, exponential and logarithmic functions, complex numbers, etc., in addition to those topics included in the regular course. (SD)

ED 102 023 88 SE 018 746

Secondary Schools Curriculum Guide, Mathematics, Grades 10-12. Revised.

Cranston School Dept., R.I.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date 74

Note—198p.; This is a revision to ED 077 740; Best Copy Available

EDRS Price MF-\$0.76 HC-\$9.51 PLUS POSTAGE

Descriptors—Algebra, *Behavioral Objectives, Calculus, Computers, Curriculum, *Curriculum Guides, Geometry, Mathematics Education, Number Concepts, *Objectives, Probability Theory, Secondary Education, *Secondary School Mathematics, Trigonometry
Identifiers—Elementary Secondary Education Act Title III, ESEA Title III, General Mathematics, *Objectives Bank

Behavioral objectives for grades 10 through 12 are specified for plane geometry, algebra, general mathematics, computer mathematics, slide rule mathematics, basic college mathematics, trigonometry, analytic geometry, calculus and probability. Most sections present material in terms of portions of a school year. At least one major objective is stated for each section of the guide, encompassing the entire work for the unit. Several more specific objectives are also included in each section, intended to indicate level of learning, content, and means of evaluation. Each

objective is followed by a list of suggested activities. (SD)

ED 102 024 SE 018 751
Gofrey, Leon D.

A Study of the Rote-Conceptual and Reception-Discovery Dimensions of Learning Mathematical Concepts. Part 1. Technical Report No. 307.

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—WRDCCL-TR-307

Pub Date Aug 74

Contract—NE-C-00-3-0065

Note—85p.; Report from the Project on Conditions of School Learning and Instructional Strategies. For Part 2, see SE 018 752

EDRS Price MF-\$0.76 HC-\$4.43 PLUS POSTAGE

Descriptors—Algebra, College Mathematics, Discovery Learning, Doctoral Theses, Higher Education, *Learning, *Mathematical Concepts, *Mathematical Models, *Mathematics Education, *Research, Rote Learning

In this report, the theoretical background and procedures for a study of concept learning are discussed. Several definitions of the term "concept" are analyzed, and the relations among concepts, chains of concepts, and hierarchies of concepts are explored. Conceptual learning is discussed from several points of view, and axiom systems for the learning process are described. The overall design of the study is outlined and the four treatments (rote reception, rote discovery, conceptual reception, and conceptual discovery) are described in detail. The results of this study are provided in Part 2. (SD)

ED 102 025 SE 018 752
Gofrey, Leon D.

A Study of the Rote-Conceptual and Reception-Discovery Dimensions of Learning Mathematical Concepts. Part 2. Technical Report No. 307.

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—WRDCCL-TR-307

Pub Date Aug 74

Contract—NE-C-00-3-0065

Note—129p.; Report from the Project on Conditions of School Learning and Instructional Strategies. For Part 1, see SE 018 751

EDRS Price MF-\$0.76 HC-\$6.97 PLUS POSTAGE

Descriptors—Algebra, College Mathematics, Discovery Learning, Doctoral Theses, Higher Education, *Learning, *Mathematical Concepts, *Mathematical Models, *Mathematics Education, *Research, Rote Learning

In this volume, the results of a study of concept learning are presented. (The background for the study, and descriptions of the treatments—rote reception, rote discovery, conceptual reception, and conceptual discovery—are provided in Part 1.) Several hypotheses concerning the effectiveness of these treatments in learning concepts and on the ability to use those concepts were analyzed using multivariate analysis of covariance. The results of these analyses indicated some differences for the reception and discovery treatments, and for the rote and conceptual treatments; no interaction between these dimensions was discovered. The data are shown to fit well with the Bower model for paired-associate learning. (SD)

ED 102 026 88 SE 018 755
Project Termination Report for ESEA Title III

Grant for the Period Between August 15, 1971 and August 14, 1974 (Center for the Development of Environmental Curriculum).

Willoughby-Eastlake School District, Willoughby, Ohio.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Report No.—P-45-71-215-3

Pub Date 14 Nov 74

Note—82p.; For the Supplementary Reports, see SE 018 756 and 757

EDRS Price MF-\$0.76 HC-\$4.43 PLUS POSTAGE

Descriptors—*Conservation Education, Educational Assessment, Educational Programs, *Environmental Education, Natural Resources,

Outdoor Education, *Program Descriptions, Program Design, *Program Evaluation, *Science Education

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III

This project termination report deals with an environmental education curriculum developed by the Center for the Development of Environmental Curriculum and Willoughby-Eastlake City School District (Ohio). During the three years of the project, 34 units for elementary teachers and 34 units for secondary teachers were prepared. All curriculum materials were field-tested in classroom situations in urban, suburban, and rural communities in northeast Ohio. Two juries were contacted to review the elementary and secondary materials. The results of the final jury evaluation indicated that 31 of the 34 elementary units and all 34 of the secondary environmental units met the minimum level of acceptance. This report includes a summary, a needs assessment, description of local education agencies, and project participants, project goals, project recommendations concerning this project. Appendixes are also included. (TK)

ED 102 027 88 SE 018 756
Report of the Evaluation of the Environmental Curriculum Materials for Grades Kindergarten Through Six (Center for the Development of Environmental Curriculum).

Willoughby-Eastlake School District, Willoughby, Ohio.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Report No.—P-45-71-215-3

Pub Date 14 Nov 74

Note—168p.; Supplementary Report to the Project Termination Report. For related documents, see SE 018 755 and 757

EDRS Price MF-\$0.76 HC-\$8.24 PLUS POSTAGE

Descriptors—*Conservation Education, Educational Assessment, *Elementary Education, *Environmental Education, Evaluation, Natural Resources, Outdoor Education, *Program Descriptions, *Program Evaluation, Science Education

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III

This supplementary report presents the final evaluation conducted to determine the effectiveness of 34 environmental curriculum units for grades K-6 that were developed by the Center for the Development of Environmental Curriculum. A preliminary evaluation consisting of in-class use and review was conducted in 1973. The final evaluation based on criteria established by ESEA IV included 54 teachers and 15 nonteachers who reviewed the environmental curriculum units. Teachers reviewing the material were provided with a packet pertinent to their grade level. All nonteachers received all 34 units. Each reviewer completed one questionnaire for each unit which consisted of 20 questions to be rated 1 (Strongly Agree) through 7 (Strongly Disagree). Based on the results, 31 units or 91.2 percent of the units successfully met all criteria. This supplementary report also contains 41 appendixes that include a further breakdown of the evaluation and other related materials. (Author/TK)

ED 102 028 88 SE 018 757
Summary of the Development, Pilot, Revision and Evaluation of the Secondary Curriculum Materials (Center for the Development of Environmental Curriculum).

Willoughby-Eastlake School District, Willoughby, Ohio.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Report No.—P-45-71-215-1

Pub Date 14 Aug 74

Note—412p.; Supplementary Report to the Project Termination Report. For related documents, see SE 018 755 and 756. Marginal legibility

Available from—ERIC/SMEAC, The Ohio State University, 400 Lincoln Tower, Columbus, Ohio 43210 (on loan)

Document Not Available from EDRS.

Descriptors—*Conservation Education, *Educational Programs, *Environmental Education, Natural Resources, Outdoor Education, *Program Descriptions, Program Development, Pro-

gram Evaluation, Science Education, *Secondary Education

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III

This supplemental report accompanied the project termination report and deals specifically with the design, development, piloting, revision, and evaluation of the secondary curriculum materials developed during the third year of the project. The report is divided into four main sections. Section 1 contains a brief description of the purpose and the objectives of the secondary curriculum effort. Section 2 provides an overview of the Center for the Development of Environmental Curriculum activities for the year, including the development of curriculum design materials, pilot program, evaluation of curriculum materials, and analysis of data. Section 3 is a detailed chronological narrative of the same period discussed in section 2. Supplementary materials referred to in the narrative are included in 21 appendixes in the last section. They include such entries as secondary curriculum writers and contributors, pilot teacher assignments, unit summary sheets, and activity evaluation forms. (TK)

ED 102 029 SE 018 770
Math Fundamentals: Selected Results from the First National Assessment of Mathematics.

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Spons Agency—Carnegie Corp. of New York, N.Y.; Ford Foundation, New York, N.Y.; National Center for Educational Statistics (DHEW/OE), Washington, D.C.

Report No.—R-04-MA-01

Pub Date Jan 75

Note—56p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Order Report 04-MA-01; \$1.10)

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—Community Size, Educational Status Comparison, Elementary Secondary Education, Geographic Regions, *Mathematical Applications, *Mathematics Education, *National Surveys, *Number Concepts, Research, *Testing

Identifiers—NAEP, *National Assessment of Educational Progress

This report, the first of several to be published on the results of the 1972-73 assessment of mathematics, begins with a brief general discussion of the project. The findings with respect to pure computation and computation with translation are then presented in some detail. Data collected from subjects at four age levels (9, 13, 17, and adult) are presented; these data relate to skill at performing the four basic operations, separately and in combination, ability to compute with fractions, translation (word problems), and approximation. Several sample problems and response patterns are presented and discussed. Group results are summarized; results are also analyzed on the bases of sex, race, geographical region, educational level of parents, and size and type of community. (SD)

ED 102 030 SE 018 771
Merrill, M. David Wood, Norman D.

Instructional Strategies: A Preliminary Taxonomy. ERIC Information Analysis Center for Science, Mathematics, and Environmental Education, Columbus, Ohio.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Nov 74

Note—92p.

Available from—Ohio State University, Center for Science and Mathematics Education, 244 Arps Hall, Columbus, Ohio 43210 (\$1.75)

EDRS Price MF-\$0.76 HC-\$4.43 PLUS POSTAGE

Descriptors—*Educational Strategies, Educational Theories, Flow Charts, Instruction, *Instructional Design, *Mathematics Education, Models, *Research Tools, *Taxonomy

Identifiers—*Instructional Strategies

This paper proposes that instruction consists of four relatively independent facets: learner aptitudes, content structure, delivery systems, and instructional strategies. The purpose of this paper is to develop a taxonomic vocabulary and a model for portraying instructional strategies. Instructional strategies are defined as sequences of two or more instructional displays. To describe

individual displays, eight variables are identified: content type, content mode, content representation, mathemagenic prompting, response conditions, response mode, response representations and mathemagenic feedback. Various parameters are suggested for each. To describe the relationship between displays, quantitative and sequence specifications and a class of qualitative interdisplay relationships are suggested. Manipulation of the qualitative relationships is considered to be the factor that affects instructional effectiveness and efficiency. The proposed theory and accompanying flow chart conventions should have value in any discipline for the development of instructional theory, the synthesis and interpretation of research, the analysis of existing strategies, and the design of materials and systems. (CR)

ED 102 031 SE 018 803
Wheatley, John H., Ed. Coon, Herbert L., Ed.
Teaching Activities in Environmental Education.
Volume II - 1974.

ERIC Information Analysis Center for Science, Mathematics, and Environmental Education, Columbus, Ohio.

Pub Date 74
Note—200p.; For Volume I, see ED 091 172
Available from—Ohio State University, Center for Science and Mathematics Education, 244 Arps Hall, Columbus, Ohio 43210 (\$4.00)

EDRS Price MF-\$0.76 HC-\$9.51 PLUS POSTAGE

Descriptors—*Conservation Education, *Environmental Education, *Instructional Materials, Interdisciplinary Approach, *Learning Activities, Natural Resources, Outdoor Education, *Science Education, Teaching Guides
Identifiers—ERIC SMEAC

This publication is the second volume of teaching activities in environmental education designed for student use in grades K-12. Each activity has been classified by the editors according to the most appropriate grade level, subject matter, environmental concept involved, and environmental problem area. Subject areas are science, mathematics, social studies, language arts, and fine arts; the concepts include biophysical, sociocultural, management, and change-oriented concepts. The other classification, environmental problem areas, includes aesthetic considerations, eco-community relationships, and psychological and behavioral considerations. In addition to being classified in these four categories, each activity contains a statement of purpose on how the activity may be used and a reference to a source where the activity may be found in more detail or with variations. (Authors/TK)

SO

ED 102 032 SO 007 429
Boulding, Kenneth E.
The Learning of Peace.
Pub Date 20 Mar 74

Note—23p.; Presidential address delivered at the Annual Meeting of the International Studies Association (St. Louis, Missouri, March 1974)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Conflict, *Conflict Resolution, *Global Approach, International Organizations, *Peace, Political Science, Predictor Variables, *Systems Approach, *War
Identifiers—*International Studies, International Systems

The international system exhibits very sharp phase boundaries, the most striking of which is the boundary between war and peace. A phase boundary for water would be the difference between water and ice, influenced by pressure and temperature. Similarly the phase boundary between war and peace is influenced by national strength and stress. Although the measure of strength and stress is difficult, stress- and strength-related variables can be identified and studied. Also, examined over a long period of time, the system shows four "phase conditions," distinguished by the probability of peace or war: stable war, unstable war, unstable peace, and stable peace. A categorization of variables not completely analogous to stress and strength, but of use conceptually, are (1) the components of a threat system—size of war industry, use of threats in international communication, for instance; (2)

integrative patterns of trade, communication, tourism, or diplomatic relations. Yet, the dynamic processes which carry the system from one point to another must be considered. All these processes involve a change in perception of the world. A widened area of stable peace has been the result of a long cumulative learning process about the nature of community and the strength of integrative bonds. This process is facilitated by all intellectual attempts to understand it. (JH)

ED 102 033 SO 007 900
Feurman, Jeff And Others
Manual of Exercises for Developing Social Studies Skills.

New York State Education Dept., Albany. Bureau of Elementary Curriculum Development.

Pub Date 74
Note—46p.; Two cartoons have been removed to comply with copyright laws. Descriptions of the cartoons have been added to give the user a complete understanding of the material as originally presented

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Activity Learning, *Cartoons, Critical Thinking, Elementary Education, Instructional Materials, Models, Problem Solving, Productive Thinking, Questioning Techniques, *Skill Development, Skills, *Social Studies, Student Attitudes, Teacher Education, *Teaching Techniques, Values, *Visual Aids, Visual Learning

To help preservice and inservice social studies teachers develop systematic ways of integrating skills and content, this manual offers a model and simple instructional exercises for the diagnostic teaching of how to investigate a cartoon. Designed mainly for use with children in grades 4-6, the material is adaptable for use at other grade levels. The document, Part 1 of three installments of which the balance will be published at a later date, is in loose-leaf format to allow for future inclusion of Parts 2 and 3. Part 1 focuses on investigating visual devices. A model consisting of the following three major components is presented: Pre-Instructional Exercises, Diagnosis and Prescription, and Post-Instructional Exercises. Pre-Instructional Exercises include a series of questions for five levels of investigation, a variety of question styles, allowances for pupils whose learning styles are predominantly visual-oral, a systematic way of assessing the level at which the pupil is having difficulty, and suggestions for the selection and use of visuals. The Diagnosis and Prescription component consists of suggested activities for students experiencing difficulty in operating at certain levels of investigation. Post-Instructional Exercises feature a systematic reassessment of skills developed using a different visual. Adapting this model, a teacher can develop similar exercises using other kinds of visuals such as pictures, slides, graphs, tables, maps, and time lines. (Author/JR)

ED 102 034 SO 007 912
Casteel, J. Doyle And Others
Valuing Exercises for the Middle School. Resource Monograph No. 11.

Florida Univ., Gainesville. P. K. Yonge Lab. School.

Pub Date Mar 74
Note—34p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—*Affective Behavior, Affective Objectives, Civil Rights, Cognitive Objectives, Curriculum Development, *Democratic Values, Due Process, Emotional Development, Humanistic Education, Instructional Materials, Justice, Middle Schools, Personal Values, Secondary Education, *Skill Development, *Social Studies, Teaching Methods, *Values

One of the major goals of the middle school is to help students gain and refine skills in the area of values clarification. One way of securing such value clarification is to plan and assign value sheets—carefully planned and written activities designed to elicit value clarification patterns of language usage from students. Six different formats of value sheets are presented including the standard format, the forced-choice format, the affirmative format, the rank-order format, the classification format, and the criterion format. Each sample value sheet is designed to be used with a social studies unit focusing on the Bill of Rights, the topic of justice, or the concept of due

process. Every value sheet contains at least two elements including the social and scientific context which describes an event that occurs or has occurred and is the focus of the student value clarification. In addition, there are eliciting questions in the form of discussion starters to provide a frame of reference for the teacher and guide the students toward their value clarification. These examples demonstrate that value clarification lends itself to logical and systematic thought. (Author/DE)

ED 102 035 SO 007 929

McAdoo, Harriette Pipes
A Different View of Race Attitudes and Self Concepts in Black Pre School Children.

Pub Date Aug 73
Note—16p.; Paper presented at the Annual Meeting of the Association of Black Psychology, Symposium on Cultural and Political Aspects of Child Development (Detroit, Michigan, August 1973)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Early Childhood, Identification (Psychological), *Negro Attitudes, Negro Stereotypes, Psychological Testing, Race Relations, *Racial Attitudes, *Self Concept, Self Concept Tests, Sex Role

This research report provides data refuting the traditional view that the conflict between dominant white values and black values leads to self-hatred in black preschool children. Self-concepts, racial attitudes, racial identification, and sex-role typing were tested in groups of black children from an integrated urban area in Detroit, an all black small Mississippi town, an all black urban community, and a small African and Indian subsample. The results indicated that children in all four samples had good average self-concepts. The children from Mississippi had higher self-concept scores than those in Detroit. In Mississippi, children who scored high in self-concept also were more accurate in the use of appropriate race labels. Children in all the four reference groups saw themselves more positively than they felt they were perceived by their mothers, teachers, and peers. All four groups had similar racial attitude scores, indicating a white preference. There were no differences in racial attitudes between regions. The data support the idea that there is not a linear relationship between racial attitudes and self-concept. It indicates that black children have been able to compartmentalize their views of themselves. While feeling good about themselves, they still maintain a preference for white attributes. (DE)

ED 102 036 SO 007 943

Chapman, Katherine Cousins, Jack E.
Simulation/Games in Social Studies: A Report.

SSEC Publication No. 164.
ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo., Social Science Education Consortium, Inc., Boulder, Colo.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Report No.—SSEC-Pub-164
Pub Date 74

Contract—OEC-0-70-3862
Note—95p.; For related documents, see ED 093 736 and ED 085 292
Available from—Social Science Education Consortium, 855 Broadway, Boulder, Colorado 80302 (\$3.75)

EDRS Price MF-\$0.76 HC-\$4.43 PLUS POSTAGE

Descriptors—*Educational Games, Educational Innovation, *Educational Research, Elementary Secondary Education, *Games, Role Playing, *Simulation, *Social Studies, Teacher Attitudes, Teaching Techniques

This report, third in a series, contains descriptive and analytical information on the use of simulation/games in elementary and secondary social studies classrooms. One hundred and thirteen teachers who are well versed in the use of simulation/games and who use them in their classes were surveyed. Among the findings are the following: (1) the major source of information about simulation/games is from the literature on simulations—principally journal articles and books; (2) teachers implement games based on scheduling needs, rather than on the time demands of the game itself; (3) the placement of games within the general curriculum plan varies

from an introduction to a culminating activity; (4) most teachers are satisfied with the games and plan to use them again; (5) in comparison to other teaching methods, games more effectively help students develop desirable attitudes, an integrated and realistic view of the subject matter, and critical thinking ability; (6) games are an effective way to reach nonverbal students, to bring out underachievers, and get greater student involvement; and (7) the most frequently used techniques for evaluating games are observational. It is recommended that teachers explore the possibilities of using simulation/games. One of the greatest needs in the area is for more and better evaluation procedures. (Author/RM)

ED 102 037 SO 007 951

Foshy, Arthur W.

Coping with Community Controversy: Guidelines for Introducing New Social Studies Programs. SSEC Publication No. 173.

ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.; Social Science Education Consortium, Inc., Boulder, Colo.

Report No.—SSEC-Pub-173

Pub Date 74

Note—37p.

Available from—Social Science Education Consortium, 855 Broadway, Boulder, Colorado 80302 (\$1.25)

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Community Attitudes, *Community Involvement, Community Support, Conflict Resolution, *Curriculum Development, Educational Problems, Guidelines, *Local Issues, Public Relations, *School Community Relationship, School Role, School Support, *Social Studies

Identifiers—*Controversial Issues

In the last analysis, the school curriculum is under the control of the local education authority and of the people who elect that authority. Looking ahead in the social studies field, it seems evident that social studies teachers will have to accept a task of community education in addition to their task of classroom education. Teachers will have to appear on public platforms, take part in public groups, and in general carry on a program of education of the public with respect to the nature of the social studies and the nature of the issues they wish the students of the schools to become competent in analyzing. Three principles that arise from the nature of the public school as a social institution are discussed in the first part of this paper: (1) the people have a right to know the rationale and content of what is offered in school; (2) the role of the public schools concerning conflicting beliefs is referee, not antagonist; (3) the one doctrine the school shall insist on is the rule of reason. The second and major portion of the publication contains guidelines to help educators in coping with actual or potential community controversy. The guidelines are arranged in three groupings: those having to do with broad community matters, those pertaining more specifically to the introduction of new programs, and those dealing with response to attacks. (Author/RM)

ED 102 038 SO 007 972

Turner, Mary Jane Haley, Frances

Utilization of New Social Studies Curriculum Programs. SSEC No. 178.

ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.; Social Science Education Consortium, Inc., Boulder, Colo.

Report No.—SSEC-Pub-178

Pub Date 75

Note—84p.

Available from—Social Science Education Consortium, 855 Broadway, Boulder, Colorado 80302 (SSEC No. 178 \$2.50)

EDRS Price MF-\$0.76 HC-\$4.43 PLUS POSTAGE

Descriptors—Adoption (Ideas), *Curriculum Development, *Educational Research, Evaluation, Information Dissemination, *Information Utilization, Projects, Questionnaires, *Social Studies, State Surveys, Teacher Characteristics, *Use Studies

The research in this report presents and analyzes data on the extent of use of nine new secondary social studies curriculum materials in four states. These include: American Political

Behavior, Asian Studies Inquiry Series, Episodes in Social Inquiry, Geography in an Urban Age, Holt Social Studies Curriculum, Justice in Urban America, Patterns in Human History, Public Issues Series, and Units in American History. The data also includes selected characteristics of users, their perceptions about the effectiveness of the products, and comparisons with other social studies materials. Nine hundred and eighty teachers in California, Colorado, Connecticut, and Texas responded to and returned the 15-page questionnaire. Findings show that only 42 percent of the teachers use the materials, with the highest percentage coming from Connecticut and the lowest from Texas. Holt Social Studies Curriculum is the most widely used, while Patterns in Human History is the least. Teacher characteristics affecting utilization include holding of a permanent contract, professional status, membership in professional organizations, and location of school. The users have overwhelmingly positive opinions about the effectiveness and comparison of the new materials. The appendix includes a copy of the questionnaire and data sheets on the materials by the Social Science Education Consortium. (Author/DE)

ED 102 039 SO 007 973

Huntley, James Robert, Ed.

Teaching About Collective Security and Conflict. Atlantic Information Centre for Teachers, London (England).

Pub Date 71

Note—70p.

Available from—Atlantic Information Centre for Teachers, 37A High Street, Wimbledon, London, England SW195BY (\$1.85)

EDRS Price MF-\$0.76 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—*Conflict Resolution, Curriculum Development, Foreign Policy, *Foreign Relations, Futures (of Society), *Global Approach, Instructional Innovation, International Education, Nationalism, Peace, Political Power, Political Science, Social Studies, Systems Approach, *Teaching Methods, Technological Advancement, Values, *World Affairs

Identifiers—*Collective Security

Presentations from an International Seminar for Teachers organized at Rungstedgaard in October 1971 are included in this report. The study conference presented seven approaches to the teaching of world affairs: (1) the nation-state which is still dominant on the world scene; (2) the strategy and power-politics relationship between states; (3) the systems theory, in which an integrated complex of interdependent parts—such as the world transportation network—is studied as an interacting whole; (4) peace research and conflict resolution—the causes of war, the conditions of peace, and the changing of attitudes; (5) the role of technology; (6) the concept of collective security—something more than a classical alliance, yet less than a global supranational government; and (7) the relationship between values and foreign policy. Summary discussions following each presentation include the diverse opinions of the Rungstedgaard group as to the proper approach for teaching about conflict and security. Appendixes provide a list of participants, materials for the teachers, and some addresses for teaching aids and information. (Author/DE)

ED 102 040 SO 007 992

Davis, R. Hunt, Jr.

The Past and Current Status of Regional Cooperation Among African-Oriented College-Level Teachers in the Southeastern United States.

Pub Date Nov 72

Note—20p.; Paper presented at the Annual Meeting of the African Studies Association (15th, Philadelphia, Pennsylvania, November 1972)

Available from—African Studies Association, 218 Shiffman Humanities Center, Brandeis University, Waltham, Massachusetts 02154 (\$0.75)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*African American Studies, *Cooperating Teachers, Cooperative Planning, Faculty Organizations, *Higher Education, Negro Organizations, Organizational Effectiveness, *Professional Associations, *Regional Cooperation

Four factors which affect the status of African Studies in the southeastern United States are: (1) the largeness of the South as a geographical area,

(2) lack of concentrations of African-oriented scholars in the region, (3) the relatively new addition of African Studies to southern university curriculums, and (4) the frequent involvement in African Studies of persons from outside the South. Existing patterns of cooperation involve the regional disciplinary associations, interdisciplinary cooperation at the regional level, and activity at the state level. The regional association showing the highest interest is the Southeastern Division of the Association of American Geographers while the Southern Economics Association has shown the least. Most state wide activity in African Studies is at the University of Florida African Studies Center. The current level of interest in organizing a regional association of Africanists among persons teaching about Africa in the Southeast demonstrates a marked contrast to what has taken place. In response to a survey of southeastern Africanists, 95 percent of the respondents believe that a regional organization would be of value. As a result arrangements have been made to establish this organization. The three leading priorities are the establishment of a newsletter, organization of panel discussions at regional disciplinary association meetings, and the organization of an annual meeting. (DE)

ED 102 041 SO 008 001

Taussig, Michael K.

Those Who Served: Report of the Twentieth Century Fund Task Force on Policies Toward Veterans. Background Paper.

Twentieth Century Fund, New York, N.Y.

Pub Date 74

Note—134p.

Available from—The Twentieth Century Fund, 41 East 70th Street, New York, New York 10021 (Single copies free; bulk order, \$1.00 per copy)

Document Not Available from EDRS.

Descriptors—Cost Effectiveness, Educational Programs, *Government Role, Health Programs, Medical Services, Military Personnel, Program Effectiveness, *Program Evaluation, *Program Improvement, *Veterans, *Veterans Education

*Veterans' policies and programs are examined by a task force of the Twentieth Century Fund. Part 1, the report of the task force, includes sections on the rationale for veterans benefits, recommendations for further benefits and programs, and a dissenting opinion by one task force member. Recommendations are summarized into five basic areas: (1) benefits related to service-connected death and disability, (2) readjustment assistance, (3) nonservice-connected veterans' benefits, (4) benefits for veterans of the volunteer, peacetime armed services, and (5) issues related to eligibility requirements for benefits. Recommendations include automatic upward adjustment in benefits for veterans to offset inflation, increasing the GI Bill educational benefits for disabled veterans and encouraging veterans to use the money, payment of pensions only to wartime veterans and not as a supplement to social security, granting of non-cash benefits to volunteers and peacetime military, and veteran eligibility for benefits regardless of bad conduct or dishonorable discharges. Part 2 contains a background paper on veterans' benefits by the task force author, Michael Taussig, which includes six topics: (1) the rationale for veterans' benefits, (2) the politics of veterans affairs, (3) veterans programs in the federal government budget, (4) income security benefits for veterans, (5) veterans' readjustment benefits, and (6) veterans' medical benefits. (Author/DE)

ED 102 042 SO 008 018

Crawford, Russell K.

The PPP: Problem Panel Project.

Pub Date 74

Note—34p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Class Organization, Course Content, Current Events, Elective Subjects, *Inquiry Training, Instructional Innovation, *Problem Solving, Secondary Education, Self Directed Groups, *Social Problems, *Social Studies, Social Studies Units, Teacher Developed Materials, *Teaching Techniques

The Problem Panel Project is an instructor-developed, one-semester course in contemporary problems. Based on the inquiry approach, the course is structured for independent research and group work and requires no traditionally-structured

tured daily lesson plans. The course is divided into six procedural points. First, students decide which contemporary problems they want to study and then form a panel with other interested students. Second, the group researches their given topic in the library. Third, students break the topics down into subtopics and assign a specific one to each member of the panel. Fourth, each student reads, analyzes, and summarizes 10 primary sources on the particular subtopic. Fifth, the students present their individual research to the panel for suggestions and possible additional research. Each student prepares a short oral presentation on his individual topic. The panel then organizes the individual oral presentations into a group presentation to be given before the entire class. Sixth, the final presentation is given, including an introduction, various presentations on subtopics, and an overall conclusion based on the results of the research. (Author/DE)

ED 102 043 SO 008 027

Economics in History and the Social Sciences.
Joint Council on Economic Education, New York, N.Y.
Pub Date 74
Note—103p.

Available from—Joint Council on Economic Education, 1212 Avenue of the Americas, New York, New York 10036 (\$2.50, 20 percent discount on 10 or more copies)

EDRS Price MF-\$0.76 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—Course Content, Course Organization, *Curriculum Development, *Economic Education, *Economics, Educational Alternatives, Elementary Secondary Education, Geography, History, *Interdisciplinary Approach, Political Science, *Social Sciences, Social Studies, Sociology, Urban Studies

Papers presented by social scientists at a 1974 Joint Council seminar designed to assist authors and publishers in improving existing materials or developing new texts in social studies are reproduced in this volume. The seven papers focus on how to integrate economics into elementary and secondary social studies and history courses. The first article by James D. Calderwood, entitled "Economic Ideas and Concepts," discusses the basic principles and importance of economic concepts. Melvin M. Tumin in "The Role of Economics in Social Analysis" examines the relationship between economics and sociology. John S. Gibson in "The Economics of Politics, and Vice Versa" describes ways in which economics can be included in political science courses. Paul L. Ward in "Grafting Good Economics onto Basic History Courses" provides specific examples of the importance of economic events in history. Clark C. Bloom shows how economics is essential in the study of geography in "Economics and Geography." Benjamin Chinitz outlines the relatively new field of urban economics in "Urban Development: Key Economic Concepts." In the last article Nathan Glazer examines the general status of social studies in schools in "The Social Sciences in Liberal Education." Each article contains a select list of relevant suggested reading. (Author/DE)

ED 102 044 SO 008 033

Internationalizing Education: Summary of Reports from the Swedish Committee for Internationalizing University Education.

Office of the Chancellor of the Swedish Universities, Stockholm.

Pub Date Sep 74

Note—60p.

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—College Instruction, *Comparative Education, Course Content, Educational Change, Educational Objectives, *Educational Planning, General Education, *Global Approach, *Higher Education, *International Education, Labor Market, Social Sciences, Social Values, Vocational Development, World Problems

Identifiers—National Planning, *Sweden

The final report of the Swedish Committee for Internationalizing University Education, analyzing the motives and objectives for internationalization, and proposing means for internationalization, is summarized in this document. Internationalization, as investigated by the committee, consists of lending global perspectives to curricula in higher education. The reasons for internationalizing

were found to be primarily the need for international cooperation in solving problems that affect all nations, such as resource allocation, and secondarily to prepare students for vocational duties requiring international perspectives. In this context the committee's final report considers Sweden's whole education system, the educational goals that must be realized to bring about internationalization, the schooling on which higher education builds, teacher training, the problems involved in introducing new goals, administrative and functional changes needed in universities, exchange of teachers and students, and models for internationalization of course content. Proposals are included for two theme courses that might introduce or conclude an academic course of study and for specific courses in the humanities and social sciences that might serve as models for other areas like law and engineering. Special emphasis is given to courses for "training in professional languages," that is, the use of foreign language learning as a means toward internationalizing the vocational potential of university graduates. (JH)

ED 102 045 SO 008 047

Scott, Mary. Folk, Arthur

A Guide for Teaching, You and the Law 1. (A Social Studies Course for Grades 9, 10, or 12B).

San Diego City Schools, Calif.

Pub Date Sep 73

Note—172p.

Available from—San Diego City Schools, 4100 Normal Street, San Diego, California 92103 (\$2.75, 6 percent sales tax for all California purchases)

Document Not Available from EDRS.

Descriptors—Class Activities, Concept Formation, Curriculum Guides, Educational Objectives, Educational Programs, Instructional Materials, *Law Instruction, *Learning Activities, Secondary Education, *Social Studies, *Teaching Techniques

A curriculum guide for the San Diego Unified School District is designed for secondary teachers interested in implementing a legal education program. Objectives are not only to acquaint, but also to help average students understand legal matters that will concern them for the rest of their lives. Suggested teaching activities encourage student participation in discussions, group study, panels, simulations, mock trials, research projects, and presentations. Units of study include the legal system, how the system works, the processes of criminal justice, and the processes of civil law. The guide, structured around a six-column, two-page format, includes sample instructional objectives, inquiry questions, materials and resources, strategies and activities, evaluation, and comments for each unit. Teachers are urged, however, to develop individual objectives and strategies suitable to their own circumstances. A listing of available support materials, resource organizations, and bibliographic references for both student and teacher is included. (JR)

ED 102 046 SO 008 048

Nold, G. Paul

Social Studies Unit for Multigrades 4-5 or 4-5-6:

Rights and Responsibilities in a Free Society.

San Diego City Schools, Calif.

Pub Date 72

Note—117p.

Available from—San Diego City Schools, 4100 Normal St., San Diego, California 92103 (Stock No. 41-S-5880; \$1.75 plus 6 percent sales tax from California purchasers; sales limited to three copies per purchaser)

EDRS Price MF-\$0.76 HC-\$5.70 PLUS POSTAGE

Descriptors—*Civics, Class Activities, *Conflict, Conflict Resolution, Decision Making, Elementary Education, Field Trips, Grade 4, Grade 5, Grade 6, *Justice, *Law Instruction, Resource Materials, Social Responsibility, *Social Studies Units, Teaching Methods

This guide outlines a social studies unit on rights and responsibilities for 4th, 5th, and 6th grade students. A major objective of the unit is to teach children positive and constructive methods for resolving their conflicts within a framework of fairness to all persons concerned. The unit helps students understand why standards, rules, or laws are necessary and how they have been developed to resolve conflicts that arise between individuals and between the individual and society. The

major teaching strategies used are directed discussion, small group discussion, and role playing. The five units outlined are Sarnia: A Study of an Authoritarian and Democratic Government, Liberty Under Law, Freedom of Expression, Equal Protection, and Due Process of Law. Objectives, resource materials, and suggested class activities are provided for each unit. The appendices include the following: (1) Expanded Use of Unit Material, (2) How to Conduct a Mock Trial, (3) A Visit to the San Diego County Courthouse, (4) A Visit to the City Council, (5) Community Resource People for Classroom Visits, (6) Materials for Teaching the Sarnia Unit, (7) Suggested Reading to Supplement Civic Education Books, and (8) a list of Audio-Visual Materials. (Author/RM)

ED 102 047 SO 008 067

Armstrong, Howard

The Role of the Library in Environmental Education. Sedro-Woolley Project Report No. 4.

Western Washington State Coll., Bellingham. Huxley Coll. of Environmental Studies.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No—BR-0-0848

Pub Date Oct 71

Grant—OEG-0-70-5039

Note—28p.; This report is part of the ongoing Sedro-Woolley Project (see ED 066 363, Final Report)

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—*Ecology, Elementary Secondary Education, *Environmental Education, Environmental Research, *Instructional Materials Centers, Interdisciplinary Approach, *Library Collections, *Library Role

Identifiers—*Sedro Woolley Project

Ways in which a library or resource center can aid students in developing desired attitudes in environmental concerns are briefly described in this paper. The first part of the document, centering on the role of the library in environmental education, offers suggestions and ideas for designing a pleasing environment. Emphasis is placed on creating a special section where environmental materials are housed within the library so that teachers and students are motivated and will feel comfortable in using the library extensively. The second and major portion of the document is comprised of an appendix listing holdings in the Environmental Materials Center at Cascade Junior High School, Sedro Woolley, Washington. This part of the document contains a bibliography of nearly 300 books, magazines, audiovisual materials, and related aids. The document offers not only guidelines for the library setting, but also suggestions for typical environmental education library holdings for other schools and for teachers desiring to create such a center. (Author/JR)

ED 102 048 SO 008 069

Jungblom, Edwin N.

An Interdisciplinary Program Incorporating Population Studies for Intermediate Grades. Sedro-Woolley Project Report No. 13.

Western Washington State Coll., Bellingham. Huxley Coll. of Environmental Studies.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Pub Date Dec 71

Note—58p.; Related Documents: ED 058 126 and 129; ED 059 901; ED 059 947-950; ED 061 118; ED 066 363

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—Course Objectives, *Curriculum Development, Demography, Elementary Education, *Environmental Education, Evaluation Methods, Field Trips, Graphs, *Interdisciplinary Approach, Intermediate Grades, Junior High Schools, *Population Education, Population Trends, Questioning Techniques, *Social Studies, Teaching Methods, World Problems

Identifiers—*Sedro Woolley Project

The publication contains exercises on population education which can be used in social studies and science classes in grades 4-7. Although the language of the material is geared to the intermediate grades, the exercises can easily be adapted for primary, high school, and adult education. The publication's major objective is to

change the lifestyle of people or to alter drastically the values that people have about finite Spaceship Earth. Teaching techniques include readings; classroom discussions; gathering, collecting, and analyzing data; developing hypotheses and drawing conclusions from data; constructing graphs; research; field trips; and writing essays. The major portion of the publication contains exercises dealing with population explosion, famine, epidemic, health and sanitation, death rate, birth rate, growth rate, and population estimates. Unit objective, teaching methods, student resource material, questions for discussion, and evaluation techniques are provided for each topic. Specific issues to investigate and problem study areas are also provided. (Author/RM)

ED 102 049 SO 008 082

Senesh, Lawrence

Economics. SSEC Publication No. 105.

Social Science Education Consortium, Inc., Boulder, Colo.

Spons Agency—Office of Education (DHEW), Washington, D.C. Cooperative Research Program.

Report No.—SSEC-Pub-105

Pub Date 66

Note—20p.

Available from—Social Science Education Consortium, 855 Broadway, Boulder, Colorado (SSEC No. 105, \$0.85) prepaid

EDRS Price MF-\$0.76 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—Class Activities, *Concept Teaching, *Curriculum Development, *Economic Education, Educational Change, Educational Needs, Elementary Education, Games, Kindergarten, *Problem Solving, *Relevance (Education), *Social Sciences

The primary objective of social science instruction should be to encourage and nourish the problem-solving ability of young people. The practice in analytical thinking necessary to achieve this objective requires practice and exercise over a long period of time. Economic education and education in the other social sciences must, therefore, be introduced in the early elementary grades. The fundamental ideas of each social science discipline should be taught at each grade level beginning in kindergarten or grade 1. As the child moves from grade to grade, each concept is taught in greater depth and complexity. This paper identifies eight fundamental ideas for building an economic curriculum. How these fundamental ideas of economic knowledge can then be related to the child's experiences is discussed in detail. Specific games and class activities are discussed. The fundamental economic concepts discussed should be useful to secondary educators as well as to those at the elementary level. (Author/RM)

ED 102 050 SO 008 084

van Manen, M. J. Max

In Search of the Practical—Perspectives. [Draft].

Ontario Inst. for Studies in Education, Toronto.

Pub Date 74

Note—19p.; Paper presented at the Banff Conference on the Future of the Secondary School (Banff, Alberta, November 1974)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Communication (Thought Transfer), Concept Formation, *Curriculum, Curriculum Design, *Decision Making, Educational Philosophy, Educational Sociology, *Intellectualization, Language Usage, *Psychological Patterns, Receptive Language, *Teaching, Thought Processes

This speech explores the gap between curriculum theory and curriculum practice. It begins with a discussion of Joseph Schwab's pursuit of "the practical" in curriculum theory and then searches for a basis for "the practical." Schwab's theory involves two parts: "deliberation" as the process of dealing with a problem before taking action and "the eclectic" linking of theory to practice by consideration of the "whole" of what may be involved in any particular curriculum problem. Schwab's theory is seen as a means for resolving epistemological problems. Schwab is likened to a film maker who pursues an unrealistic goal but creates a fascinating film. In the second portion of the speech a teacher's daily curriculum activities are the starting point in the search for Schwab's "the practical." Curriculum

theory has a difficult entry at this practical level, while deliberation appears to be an academic procedure. This is because everyday curriculum decisions are typically unreflective and based largely on routine and taken-for-granted expectancies, such as the teacher's, not the students', opening class each day. Scientific method takes the back seat to unreflective thinking. The gap between theory and the practical is isolated as the rift between the language of theory where deliberation reaches logical ends and the language of the practice where decisions result from myriad and often nonlogical causes. (JH)

ED 102 051 SO 008 086

Mid-Level Technical Education and Manpower: Central America. Final Report.

American Society for Engineering Education, Washington, D.C.

Spons Agency—Agency for International Development (Dept. of State), Washington, D.C.

Note—165p.

EDRS Price MF-\$0.76 HC-\$8.24 PLUS POSTAGE

Descriptors—*Agricultural Education, *Business Education, Developing Nations, Educational Development, *Engineering Education, *Health Education, Manpower Development, Manpower Needs, Subprofessionals, *Technical Education, Trade and Industrial Education, Vocational Education

Identifiers—*Central America

An American Society for Engineering Education team, made up of experts in engineering, agriculture, business, and health, establishes in this study a factual and philosophical base for measuring and meeting the need for midlevel technicians in Central America. The controlling assumption of the study, based on the experience of fully developed countries, is that properly trained technicians are increasingly crucial to progress in agriculture, business, engineering, and health as economic development accelerates. Arranged by these occupational areas, sections describe the status of each occupation and the educational preparation it requires, summarize recommendations for the development of midlevel technicians, and discuss implementation strategies for educational improvement. Recommendations that are offered for immediate action in health, for instance, include finance for renovating, equipping, and expanding present health care facilities; higher salaries for health team members; development of more and better qualified lower health personnel; and improved health service programs in the areas of nutrition, sanitation, potable water, and family planning. Appendixes include bibliographies, statistical charts and tables, and lists pertaining to the subject matter in this study on Latin America. (Author/DE)

ED 102 052 SO 008 087

Newton, Richard F.

Expressive Thought and Non-Rational Inquiry.

Pub Date Nov 74

Note—17p.; Paper presented at the Annual Meeting of the National Council for the Social Studies, College and University Faculty Assembly (Chicago, Illinois, November 1974)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Abstract Reasoning, *Affective Objectives, *Cognitive Processes, Educational Alternatives, Emotional Development, Emotional Experience, Humanistic Education, Imagination, *Inquiry Training, Learning, Logical Thinking, Scientific Methodology, *Social Studies, Student Development, *Thought Processes

A significant problem with inquiry teaching is that too much emphasis is placed on inquiry as a logical, scientific, and rational way of knowing. Feelings and mood are rarely dealt with except in rather off-handed remarks about intuitive leaps and creative encounters. Few consider what a model of inquiry based on mood and feeling might look like. The purpose of using inquiry strategies is to train students in the formulation of bold conjectures as well as the process of severely testing those same conjectures. It is most essential that these conjectures be bold but not necessarily rational, logical, or scientific. Rationality is identified with four features which include a formal set of rules, use of language, clarity for its own sake, and the connection of results with other test results. This conception of ra-

tionality dominates all thinking about inquiry at the expense of other forms of knowing. What was begun with good intentions has become a strait-jacket around the development of expressive thought. The need for allowing feeling and mood to become a part of classroom inquiry becomes more apparent when some of the recent research on the functioning of the human brain is considered. The right side of the brain deals with positional functioning and expressive thought as in the production of art, music, and poetry. Since social science teaching is predominantly rational, one function of the brain is being unused in social science education. According to the author, rational thought in inquiry teaching should not be abandoned but integrated with more nonrational thought processes. (Author/DE)

ED 102 053 SO 008 089

Nelson, Glen T. Nelson, Ray D.

Understanding Our American Economy.

Brigham Young Univ., Provo, Utah. Center for Economic Education.

Pub Date Jun 74

Note—231p.

EDRS Price MF-\$0.76 HC-\$12.05 PLUS POSTAGE

Descriptors—Adult Education, *Capitalism, Consumer Education, Economic Change, *Economic Climate, Economic Development, *Economic Education, Economic Factors, Economic Research, *Economics, Instructional Materials, Secondary Education, Social Problems, Social Sciences, Social Systems

This handbook of economics reviews current economic activities in the United States, encouraging thinking and further study for the reader, rather than providing answers. The book provides a basic framework of knowledge in economics for a better informed citizenry to think clearly and objectively about economic issues in an attempt to combat economic illiteracy which the author considers a basic problem in the United States today. The approach used is to describe the organizations in the economy and to develop economic principles with emphasis on their application and use. Five parts deal with (1) the framework of the economy as it relates to consumers, workers, businessmen, and government employees; (2) prices and markets of the private enterprise system; (3) general view of economic change over a period of years; (4) the relationship of the United States with other countries; and (5) current economic problems of poverty, agriculture, food supplies, inflation, and the energy crises in relation to future economic development. (Author/JR)

ED 102 054 SO 008 092

Dawson, George G., Ed.

Economic Education Experiences of Enterprising Teachers, Volume 11.

Joint Council on Economic Education, New York, N.Y.

Pub Date 74

Note—130p.; ED 066 400, 076 484, and SO 008 102 are related documents

Available from—Joint Council on Economic Education, 1212 Avenue of the Americas, New York, New York 10036 (\$2.00)

EDRS Price MF-\$0.76 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—Activity Learning, Apprenticeships, College Instruction, Consumer Economics, Cross Age Teaching, *Curriculum Development, *Economic Education, *Economics, Elementary Secondary Education, Higher Education, Instructional Innovation, Simulation, Slow Learners, *Social Studies Units, *Teacher Developed Materials, Teaching Techniques

Identifiers—*Kazanjan Foundation Awards

Examples of effective economics teaching from kindergarten through college, contained in this 11th volume of the Joint Council for Economic Education series, are selected from the 1972-73 entries in the Kazanjan Foundation Awards Program for the teaching of economics. Arranged by grade level, 22 descriptions of original teacher-developed projects provide class type, scope and duration of activities, goals of the activities, motivational devices and initiatory activities, teaching techniques, photographs or samples of student work, culmination activities, and evaluation techniques—all of which are elements judged in the awards program. At the end of each grade level chapter is an appendix entitled "Good Ideas in Brief." The teaching experiences described in-

clude cross age learning, consumer economics, student apprentices in the business community, a recycling business, working with slow learners, and a training system for graduate student instructors. A cumulative index of reports in the previous 10 volumes is available from the editor. (JH)

ED 102 055 SO 008 093

Austin, J. Susan

Religion in Elementary School Social Studies: A Vehicle for Attitudinal Change.

Florida State Univ., Tallahassee. Religion - Social Studies Curriculum Project.

Pub Date [74]

Note—22p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Affective Behavior, Attitude Tests, *Changing Attitudes, Childhood Attitudes, Educational Research, Elementary Education, Humanization, *Program Effectiveness, Religion, Religious Conflict, *Religious Discrimination, *Religious Education, Religious Factors, *Social Studies

Identifiers—*Religion Social Studies Curriculum Project

The Religion in Elementary Social Studies Project (RESS) at Florida State University provides an opportunity for determining the effectiveness of an innovative curriculum in religious study. The project stresses objectives dealing with sensitivity, empathy, and tolerance as well as information about religions. Two second grade level classrooms at the Florida State University Developmental Research School reflected similar student characteristics in religious affiliation, nonaffiliation, age, race, sex, and intelligence. One classroom was exposed to the RESS materials. In an effort to understand fully the dimensions of religious tolerance in the life of the young child, awareness of religion, ethnocentrism, and personal experience of religion were explored in both classes to determine the relationship of the factors to religious tolerance. Field test results indicate that the new information provided by RESS, the classroom atmosphere, the teacher as a role model, and the influence of peer pressure combined to result in higher religious tolerance scores for the exposed group. The child with a high awareness of religion scored even higher on the tolerance test after exposure. Children with high tolerance scored lower on the ethnocentrism test after exposure. Children active and inactive in church and Sunday school experiences tended to have higher tolerance scores after exposure. Results of this case study suggest that curricula may be designed to successfully affect attitudes. (Author/DE)

ED 102 056 SO 008 094

Statistics for the Analysis of the Education Sector: Guatemala.

Agency for International Development (Dept. of State), Washington, D.C. Bureau for Latin America.

Pub Date Mar 74

Note—109p.

EDRS Price MF-\$0.76 HC-\$5.70 PLUS POSTAGE

Descriptors—College Majors, *Comparative Education, Educational Demand, Educational Finance, Educational Status Comparison, Elementary Secondary Education, Enrollment, Higher Education, *National Surveys, Private Schools, Public Schools, School Buildings, *School Statistics, Specialization, *Statistical Data, Teacher Characteristics, Unit Costs

Identifiers—*Guatemala, Sector Analysis

This report demonstrates the variety of statistical data that can be used in making analytical studies of the education sector in Guatemala and indicates some areas in which useful data seem to be lacking. The report is divided into four major parts: text, graphics, major tables, and an appendix. The text consists of a written and tabular summary of some of the highlights of the 70 major tables which make up the bulk of the report. The text covers six topical education breakdowns: population and school age population, enrollment by areas and sex in public and private schools, educational achievements of the population and illiteracy, physical and administrative aspects of the school system, attrition of students in the system and graduates, and budgets and expenditures for education. Sources and limitations of the data are presented in the report. The

graphics section contains charts and graphs depicting some of the phenomena of the education system in Guatemala. The 70 major tables are divided into sections on demand for education, enrollment, schools and classrooms, teachers, public funds, materials and welfare services, special training, teacher utilization, movement through the system, unit costs, utilization of physical plants, and specialization of students and graduates. The appendix gives original sources for the tables. (Author/JH)

ED 102 057 SO 008 095

Gartner, Alan Riessman, Frank

Children: Workers in Their Own Learning. A New Basis for the Organizing of Schools.

City Univ. of New York, N.Y. Queens Coll. New Careers Training Lab.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—COP-Bull-3

Pub Date [74]

Note—21p.

Journal Cit.—COP Bulletin; v2 n3 1974-75

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Cross Age Teaching, *Educational Practice, Governance, *Human Services, *Learning Motivation, Management, Organizational Change, Organizational Theories, Program Evaluation, *School Organization, Social Organizations, *Student Participation, Student Responsibility

The concept of consumer participation is discussed as a new basis for the organization of a school and as a general basis of organization for all types of services. A service consumer might be involved as a general consumer around the service, as an active participant in service delivery to other service consumers, and as one directly engaged in service production. An illustration of the latter type of involvement is cross age teaching where an older student teaches a younger one. This involvement results in consumer intensive service, which in the case of students means that students participate in and govern their own learning. Management practices consonant with consumer intensive service are identified. For instance, mechanization and bureaucracy are not viewed as helpful practices while vouchers and program planning and budgeting systems may be. Consumer boards and the use of ombudsmen and indigenous workers are particularly helpful practices. An evaluation schema for consumer intensive service that overcomes the multiple difficulties encountered in the evaluation of services is suggested. A successful evaluation would require positive findings on a battery of indices for cognitive, affective, long-term, and proximate goals. The ultimate effect of consumer participation is viewed as qualitative improvement in productivity. (JH)

ED 102 058 SO 008 096

Leftwich, Richard H. Sharp, Ansel M.

Syllabus for an "Issues Approach" to Teaching Economic Principles.

Joint Council on Economic Education, New York, N.Y.

Pub Date 74

Note—35p.

Available from—Joint Council on Economic Education, 1212 Avenue of the Americas, New York, New York 10036 (\$1.00)

Journal Cit.—The Journal of Economic Education; Special Issue 1 Winter 1974

EDRS Price MF-\$0.76 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—Agriculture, *College Instruction, Current Events, Economic Disadvantage, *Economic Education, Economics, Energy, Health, Higher Education, Inductive Methods, *Instructional Innovation, Pollution, Population Growth, Relevance (Education), *Social Problems, Student Interests, Unemployment, World Problems

Identifiers—Introductory Courses, Issues

This syllabus for an "issues" approach to an introductory economic principles course evolved out of three years of experimentation at Oklahoma State University. The syllabus covers 11 important social issues: population growth, agriculture, higher education, crime, pollution, health, poverty, discrimination, unemployment, inflation, and the energy crisis. Each issue is treated as follows: (1) points for discussion are presented; (2) these discussion points are fol-

lowed by a listing of the economic concepts and principles explained and applied in the discussion of the issue; (3) the essential aspects of the issue, the economic analysis of the issue, and what can be done about the issue are recapitulated; and (4) assignments are made from several books which are designed primarily for an issues-oriented principles course. Five schedules in the appendix suggest ways to integrate an "issues" approach into introductory one-semester courses taught with a principles text and a supplementary issues text. An evaluation of the course indicates that an issues approach does not adversely affect economic learning and that students favor the course. This syllabus is the first of several that are being published by the Joint Council on Economic Education to provide alternative approaches to "the" introductory course. (JH)

ED 102 059 SO 008 097

Fels, Rendigs

The Vanderbilt-JCEE Experimental Course in Elementary Economics.

Joint Council on Economic Education, New York, N.Y.

Pub Date 74

Note—95p.

Available from—Joint Council on Economic Education, 1212 Avenue of the Americas, New York, New York 10036 (\$2.00)

Journal Cit.—The Journal of Economic Education; n2 Winter 1974

EDRS Price MF-\$0.76 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—*Autoinstructional Programs, *Case Studies, *College Instruction, Course Content, Course Organization, *Economic Education, Economics, Higher Education, Individualized Instruction, *Instructional Innovation, Problem Solving, Social Sciences, Teaching Techniques

Identifiers—Introductory Courses, *Mastery Learning, Self Paced Instruction

Alternatives to the standard lecture course in introductory economics are presented in this series exploring new teaching methods in college level economics. In this issue "elementary" or introductory economics taught at Vanderbilt University is described. It relies on two techniques: case method and self-paced instruction. Self-paced instruction is seen to provide mastery of economic principles while case study reinforces theory by applying it. The rationale for the course and the components of the course—techniques to ensure mastery learning, evaluation plans, use of proctors, record keeping, cost vs. benefits, course adaptations, and choice of textbooks—are spelled out in the introduction. The bulk of the document consists of the course syllabus and study guides for each of the 10 self-paced sections and for the final examination. Included in the appendixes are an example of a case study, an article on developing independent problem-solving ability in elementary economics, and textbook alternatives keyed to the self-paced syllabus. Also provided in the appendix is "The Case Method in an Otherwise Conventional Course," a course description containing instances where case study is incorporated in a lecture class. An "Afterword" notes changes that the authors would like to make in the content of various sections of the self-paced course. (JH)

ED 102 060 SO 008 098

Manners, Ian R., Ed. Mikesell, Marvin W., Ed.

Perspectives on Environment.

Association of American Geographers, Washington, D.C. Commission on College Geography.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date 74

Note—400p.

Available from—Association of American Geographers, 1710 16th Street, N.W., Washington, D.C. 20009 (\$3.95, 15 percent discount on 10 copies or more)

EDRS Price MF-\$0.76 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—College Instruction, Ecology, Environment, *Environmental Education, Environmental Influences, *Environmental Research, Geographic Concepts, *Geography, *Geography Instruction, Higher Education, Human Geography, *Inservice Education, Instructional Materials, Interdisciplinary Approach, Physical Geography

This collection of essays, devoted to geographic research on environmental education, is part of

the Commission on College Geography's publication program. Twelve essays comprise the publication, capturing the breadth and depth of geography's past and potential contributions to environmental education. This document is designed to enhance the efforts of teachers who are trying to respond effectively to the national interest in environmental problems as well as to acquaint college teachers with environmental problems that are of interest to geographers. The essays demonstrate distinctive aspects of geographic training that are of particular value in dealing with environmental issues and that might lead to the development of environmentally-focused education programs. Titles of the articles, reflecting the content of the volume, include Geography as the Study of Environment: An Assessment of some Old and New Commitments; Biogeochemical Cycles and Energy Flows in Environmental Systems; Accelerated Soil Erosion: A Problem of Man-Land Relationships; Man's Impact on Stream Regimen and Quality; Climatic Modification; The Human Predator: A Survey; The Environmental Impact of Modern Agricultural Technologies; The Environmental Impact of Urbanization; Environmental Perception; Recreation and the Environment; Natural Hazards Research; and The Savanna Biome: A Case Study of Human Impact on Biotic Communities. (Author/JR)

ED 102 061 SO 008 099

Nappi, Andrew T. And Others
Learning Economics Through Children's Stories.
A Bibliographic Reference.

Joint Council on Economic Education, New York, N.Y.

Pub Date 73

Note—60p.

Available from—Joint Council on Economic Education, 1212 Avenue of the Americas, New York, New York 10036 (\$2.00, 20 percent discount on 10 or more)

EDRS Price MF-\$0.76 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—*Annotated Bibliographies, *Children's Books, *Children's Literature, *Economic Education, *Economic Research, *Economics, *Elementary Education, *Instructional Materials, *Interdisciplinary Approach, *Research Reviews (Publications), *Scholarly Journals, *Teaching Techniques

This select, annotated bibliography provides elementary teachers with up-to-date resource references for effective use of children's stories dealing with economic ideas. The publication is divided into eight parts including an introduction which provides a rationale for selection of the annotated books and suggestions for classroom use. Part 2 contains an annotated listing of 101 children's stories in economics. Each annotation includes the story title, source of publication, the subject it emphasizes, reading level, and description of the economic ideas that can be drawn from the story content. Part 3 is an annotated survey of 21 selected research projects which deal with the areas of teaching economics in the elementary school. Part 4 contains a selected listing of 40 articles and reference materials relating to the teaching of economics. Part 5 provides a selective list of 22 journals and newsletters in the field. Part 6 lists professional organizations in the field. Part 7 includes a selected list of 23 bibliographies of children's stories. Part 8 gives the names and addresses of 44 publishers of the stories identified in this bibliography. (Author/DE)

ED 102 062 SO 008 100

Kronish, Sidney J.
Audiovisual Materials for Teaching Economics.

Joint Council on Economic Education, New York, N.Y.

Pub Date 72

Note—61p.

Available from—Joint Council on Economic Education, 1212 Avenue of the Americas, New York, New York 10036 (\$2.00, 20 percent discount on 10 or more)

EDRS Price MF-\$0.76 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—*Annotated Bibliographies, *Audiovisual Aids, *Business, *Consumer Economics, *Economic Education, *Economics, *Elementary Secondary Education, *Films, *Filmstrips, *Financial Policy, *Government Role, *Income, *Media Selection, *Money Systems, *Resource

Allocations, *Resource Guides, *Slides, *Social Sciences, *Social Studies
Identifiers—*Comparative Economic Systems, *International Economics

The Audiovisual Materials Evaluation Committee prepared this report to guide elementary and secondary teachers in their selection of supplementary economic education audiovisual materials. It updates a 1969 publication by adding 107 items to the original guide. Materials included in this report: (1) contain elements of economic analysis—facts, concepts, generalizations, and theories—rather than pure description; (2) use accurate data and internally consistent logic; and (3) are organized for effective teaching-learning experience from the point of view of process and content. A statistical analysis of the new materials indicates to audiovisual materials producers areas in need of new materials. For instance, instructional aids for the elementary grades are very scarce as are materials on the problems of developing nations. Annotated materials are arranged by the following subcategories: (1) General Nature of Economics; (2) Markets, Prices, and Resource Allocation; (3) Income Determination, Stabilization, and Growth; (4) Role of Government and Economic Institutions; (5) International Economics; (6) Comparative Economic Systems and Economic History; and (7) Special Series. Each entry includes source, date, type of instructional aid, applicable classroom subjects, grade level, analytical concepts used, and a short annotation. A list of the material by grade level and by title and a list of producers and distributors complete the guide. (JH)

ED 102 063 SO 008 102

Dawson, George G., Ed.
Economic Education Experiences of Enterprising Teachers, Volume 8.

Joint Council on Economic Education, New York, N.Y.

Pub Date 71

Note—147p.; ED 066 400, 076 484, and SO 008 092 are related documents

Available from—Joint Council on Economic Education, 1212 Avenue of the Americas, New York, New York 10036 (\$1.75)

EDRS Price MF-\$0.76 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—*Activity Learning, *College Instruction, *Curriculum Development, *Economic Education, *Economics, *Educational Research, *Elementary Secondary Education, *Higher Education, *Instructional Innovation, *Simulation, *Slow Learners, *Social Studies Units, *Teacher Developed Materials, *Teaching Techniques

Identifiers—*Kazanjan Foundation Awards

Examples of effective economics teaching from kindergarten through college, contained in this eighth volume of the Joint Council for Economic Education series, are selected from the 1969-70 entries in the Kazanjan Foundation Awards Program for the teaching of economics. Arranged by grade level, these 18 descriptions of original, teacher-developed programs provide class type, scope and duration of activities, goals of the activities, motivational devices and initiatory activities, teaching techniques, photographs or samples of student work, culmination activities, and evaluation techniques—all of which are elements judged in the awards program. At the end of each grade level chapter is an appendix entitled "Good Ideas in Brief." Teaching experiences described include using simulations, combining creative writing with economics, bringing economic principles home to the student, teaching slow learners, and approaching economics as a cultural phenomena. A final chapter, "The Status of Research in Economic Education," an overview of economic education, gives brief descriptions of recent research projects at all educational levels. A cumulative index for the previous seven volumes in this series completes the document. (JH)

ED 102 064 SO 008 103

Tutorial Community Report. Progress Report, August 1971-July 1972.

City Univ. of New York, N.Y. Queens Coll. New Careers Training Lab.

Report No—COP-Bull-2

Pub Date [72]

Note—18p.

Journal Cit—COP Bulletin; n2

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Community Cooperation, *Cross Age Teaching, *Disadvantaged Schools, *Educational Programs, *Elementary Education, *Human Resources, *Individual Instruction, *School Community Programs, *School Community Relationship, *Student School Relationship, *Teaching Programs, *Teaching Techniques, *Tutorial Programs, *Tutoring, *Urban Education

The Tutorial Community Project (TCP) is a seven-year effort (1968-1975) designed to establish a model elementary school in the Los Angeles City School System. This document reports the project's accomplishments at Wilshire Crest and Dublin Avenue schools during the first year of the TCP. The main thrust of TCP is to develop a model, self-renewing, learning community through the creative use of human resources for disadvantaged schools. The focal point of this document is the interrelationship of the school and the community in a tutorial program involving parents and other students in cross age tutoring. Outcomes of the project include shared planning and decision making, increasing involvement of the PTA and student council, and other methods of student involvement and leadership development. Academic achievement increased through the individualized instruction program. A dissemination strategy was developed, based on the TCP helping-relationship model, to focus support on innovative, model schools that, in turn, have the obligation to adopt sister schools and help them develop similar programs. (Author/JR)

ED 102 065 SO 008 104

Adams, Harold P.
A Brief Historical Sketch of Educational Development in Thailand.

Agency for International Development (Dept. of State), Washington, D.C.

Pub Date Nov 70

Note—27p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—*Adult Education, *Comparative Education, *Educational Change, *Educational Development, *Educational Finance, *Educational History, *Educational Improvement, *Elementary Secondary Education, *Higher Education, *Teacher Education, *Vocational Education

Identifiers—*Thailand
This historical sketch of educational development in Thailand is presented in three parts: the historical background of education in Thailand from 1257 to 1970; the major educational developments of the past 20 years in elementary, secondary, adult, higher, vocational, and teacher education; and the significant contributions which the United States Operations Mission (USOM) has made to the educational development of the country since 1950. A selected bibliography and some educational data covering the 20-year span are included. (Author/JR)

ED 102 066 SO 008 105

Switzer, Thomas J. And Others
Dissemination and Implementation of Social Studies Project Materials.

Pub Date Nov 74

Note—38p.; A paper presented at the Annual Meeting of the National Council for the Social Studies (Chicago, Illinois, November 1974)

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—*Curriculum Development, *Curriculum Evaluation, *Information Dissemination, *Projects, *Secondary Education, *Social Sciences, *Social Studies, *State Surveys, *Teacher Characteristics, *Use Studies

The extent to which secondary teachers in five midwestern states were cognizant of and were using curricular materials developed by 10 nationally recognized social studies curriculum projects is examined. The 10 curriculum projects include Amherst's Units in American History, Anthropology Curriculum Study Project, Berkeley's Asian Studies Inquiry Program, Carnegie-Mellon's Social Studies Curriculum Project, Harvard's Public Issues Series, The High School Geography Project, Indiana's American Political Behavior, Law in American Society Foundation's Justice in Urban America Series, San Jose State's Economics in Society, and Sociological Resources for the Social Studies. Objectives of the study were to find out the extent to which teachers have heard, examined, and received instruction in the use of project materials, and, further, to identify significantly related variables, sources

through which teachers have heard about the materials, and the extent and use of materials in social studies courses. Data were obtained from a random selected sample of schools by means of a survey questionnaire. Findings show that only one of the projects has been heard of by more than 50 percent of the respondents; that respondents who teach a subject dealt with by a particular project are more likely to have heard and examined that project; that projects producing interdisciplinary materials have a high percentage of respondents having heard of the materials; and that even for the most widely used project only 20.2 percent of the respondents report using the materials. (Author/DE)

ED 102 067 SO 008 107

Haigh, Anthony
Cultural Diplomacy in Europe.
Council for Cultural Cooperation, Strasbourg (France).
Pub Date 74
Note—223p.

Available from—Manhattan Publishing Co., 225 Lafayette Street, New York, New York 10012 (\$9.50)

EDRS Price MF-\$0.76 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—*Cultural Exchange, Cultural Interrelationships, *Diplomatic History, European History, Exchange Programs, Foreign Countries, Foreign Policy, *Foreign Relations, *Intercultural Programs, *International Education, Political Science
Identifiers—*Europe, France, Germany, Italy, United Kingdom

The evolution of European government activities in the sphere of international cultural relations is examined. Section 1 describes the period between World War I and World War II when European governments tried to enhance their prestige and policies by means of cultural propaganda. Section 2 analyzes the period during World War II when the cohabitation of several exiled governments in the United Kingdom led to the impetus and development of both bilateral and collective forms of cultural diplomacy. The third section deals with the cultural diplomacy of specific countries including France, Italy, the Federal German Republic, and the United Kingdom. French cultural diplomacy is presented at the model, and an attempt is made to show how the other three countries vary from that model. Section 4 examines the collective experiences of three groups of countries in the field of cultural diplomacy. Attention is first given to the largely homogeneous group of five Nordic countries, which evolved a practice of collective cultural diplomacy among themselves. By way of contrast, the seven countries of the Western European Union including Belgium, the Netherlands, the United Kingdom, France, Luxembourg, the Federal German Republic, and Italy exhibit a system of collective cultural cooperation worked out to implement a clause of a treaty after World War II. The third group whose collective experience is examined is the 21 member Council for Cultural Co-operation and its Conference of European Ministers of Education established in 1961. (Author/DE)

ED 102 068 SO 008 110

Mangan, Roger, Comp.
Topical Index to Elementary Social Studies Materials.

Area 9 Educational Resource Center, Davenport, Iowa.

Pub Date [74]

Note—106p.

EDRS Price MF-\$0.76 HC-\$5.70 PLUS POSTAGE

Descriptors—*Annotated Bibliographies, Elementary Education, *Instructional Materials, Junior High Schools, Social Sciences, *Social Studies, Textbook Content, *Textbooks, Textbook Selection

This annotated bibliography provides elementary and junior high teachers with a list of up-to-date social studies textbook materials. The texts are arranged topically according to 95 social studies categories and include works published from 1962 through 1974. Each annotation includes the text title, source of publication, subject matter emphasized, and grade or reading level. The teacher is cautioned about actual readability of the material, since no formula for readability was applied; rather, publisher designation as to grade

level appears in the bibliography. Some of the major social studies topics of the bibliography include Africa, India, the city, Indians, economics, Japan, Latin America, learning, regions of the United States, United States history, and values. (JR)

ED 102 069 SO 008 111

Townley, Charles, Ed.
Anthropology for the Classroom. The Social Science Teacher; Volume 3 Number 1, 1973.

Association for the Teaching of the Social Sciences (England).

Pub Date Apr 73

Note—78p.; Based on a conference held at Bedford College (London, England, April 1973)

EDRS Price MF-\$0.76 HC-\$4.43 PLUS POSTAGE

Descriptors—*Anthropology, Certification, *Comparative Education, Conference Reports, Course Objectives, Cross Cultural Studies, *Curriculum Development, Elementary Secondary Education, Ethnology, Human Geography, Interdisciplinary Approach, *Moral Development, Resource Materials, *Social Sciences, Teaching Methods

Identifiers—Great Britain

This report of a conference attended by teachers and anthropologists concerns itself with the desirability and practicalities of teaching anthropology at the elementary and secondary levels in Britain. The papers reflect the varied objectives of a group trying to introduce a new element into school curricula. The president of the Royal Anthropological Institute states the case against teaching anthropology earlier than university level. The rebuttal to this opinion argues that students need to know of alternative cultural modes as they make life-time choices. Four papers discuss the contribution that anthropology makes to the studies of politics, geography, economics, and sex education. Another paper illustrates the use of songs as a medium for anthropological and sociological instruction. Two papers representing a "critique of anthropology" discuss the qualities of anthropology that distinguish it from the other social sciences. A study group on teaching anthropology, after hearing from several people already doing so, present some objectives and guides for anthropology instruction. Study groups considering curriculum content for those studying for the Certificate of Secondary Education and for the "O" level exams for university entrance present outlines of important concepts and applicable books in anthropology. Finally, the Teaching Resource Project of the Royal Anthropological Institute is described. (JH)

ED 102 070 SO 008 112

King, Bob
A Two Year Longitudinal Study of the Impact of a "Man: A Course of Study" Preservice Social Studies Methods Course on the Classroom Teaching of Practicing Professionals.

Pub Date 28 Nov 74

Note—13p.; Paper presented at the Annual Meeting of the National Council for Social Studies (Chicago, Illinois, November 1974)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Anthropology, Changing Attitudes, *Classroom Techniques, Educational Research, Education Courses, Elementary School Curriculum, Methods Courses, Preservice Education, *Process Education, Projects, *Social Studies, Surveys, *Teacher Attitudes, *Teaching Methods, Teaching Skills, Transfer of Training, Use Studies

Identifiers—*Man A Course of Study

This study assesses the degree of influence that the elementary curriculum project "Man: A Course of Study" (MACOS) and its process approach has on the use of teaching strategies of first and second year elementary teachers. The sample teachers had been enrolled in an undergraduate social studies methods course that used MACOS. Of the 17 teaching strategies associated with MACOS, 12 were used by 60 percent or more of the teachers. Five teaching strategies were used by 47 percent or less of the teachers. The vast majority ranked MACOS as highly influential in their choice of teaching strategies. The teaching strategies used by the greatest number of teachers were comparison and contrast, learning by observing, organizing by

theme or concept, small group discussion, and large group discussion or working group. The subject areas outside of social studies which most used MACOS strategies were science, math, reading, and language arts respectively. Only two strategies—use of student feedback questionnaires and non-narrated movies—were not used by a majority of the surveyed teachers. Over half the teachers indicated that MACOS had a positive effect on their thinking about what constitutes a good subject curriculum, attitudes on how children should be taught, and how greater cooperation can be developed in the classroom. (Author/DE)

ED 102 071 SO 008 113

Adams, Whitney And Others
The Federal Civil Rights Enforcement Effort—1974. Volume 3: To Ensure Equal Educational Opportunity.

Commission on Civil Rights, Washington, D.C.

Pub Date Jan 75

Note—412p.; A report of the United States Commission on Civil Rights

EDRS Price MF-\$0.76 HC-\$20.94 PLUS POSTAGE

Descriptors—*Civil Rights, Education, Elementary Secondary Education, *Equal Education, Evaluation, *Federal Government, Guidelines, Higher Education, Nondiscriminatory Education, *Racial Discrimination, Racism, *Sex Discrimination

In October 1970 the Commission on Civil Rights published its first evaluation of the federal government's efforts to end discrimination against the nation's minority and female citizens. This document, third in a series of six, evaluates three federal agencies and determines how well they have done their civil rights enforcement jobs. The Department of Health, Education, and Welfare (HEW), the Internal Revenue Service of the Department of the Treasury, and the Veteran's Administration are evaluated. They have the responsibility for preventing discrimination against minorities and women in public and private elementary and secondary schools, institutions of higher education, and on-the-job training programs which receive federal assistance. The findings of this report show that although some actions by the agencies have been useful, inadequate efforts have been made to deal with a number of major problems concerning civil rights responsibilities in the area of education. For example, a number of deficiencies exist in the overall compliance effort for HEW, including problems with sex discrimination, pupil transportation, metropolitan school desegregation, faculty selection criteria, and failure to take prompt action when problems are identified. In this report, each agency is evaluated in the areas of the responsibility of each organization, the organization and staffing, and compliance mechanisms. A number of recommendations for the improvement of those programs which require change are outlined. (Author/JR)

ED 102 072 SO 008 116

Looking At: Future Studies, Legal Education, Women's Studies, Mini-Courses, Global Studies, School Ethnography.

ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.; Social Science Education Consortium, Inc., Boulder, Colo.

Pub Date 74

Note—25p.; Not available in hard copy due to reproduction quality of original copy

EDRS Price MF-\$0.76 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—Anthropology, Bulletins, Curriculum, *Curriculum Development, Educational Programs, Elementary Secondary Education, Ethnology, Futures (of Society), Global Approach, International Education, Law Instruction, *Program Descriptions, Short Courses, *Social Studies, Teaching Guides, Womens Studies

Identifiers—Minicourses

Six issues of a current awareness bulletin published occasionally by the ERIC Clearinghouse for Social Studies are combined in this document. The various issues, written in 1973 and 1974, deal with emerging topics of interest in future studies, legal education, womens studies, minicourses, global studies, and school ethnography. Each four page bulletin presents a

state of the art interview with a specialist in the field being reported, describes exemplary projects and classrooms, and includes information on available human resources, materials, and organizations. In addition, ERIC document abstracts and book reviews offer sources for further investigation of each topic. (JR)

ED 102 073 SO 008 117

Figueroa, Max And Others

The Basic Secondary School in the Country: An Educational Innovation in Cuba. Experiments and Innovations in Education 7.

International Bureau of Education, Geneva (Switzerland).

Pub Date 74

Note—47p.

Available from—UNIPUB, Box 433, New York, New York 10016 (\$2.30)

Document Not Available from EDRS.

Descriptors—Agricultural Production, Alternative Schools, Communism, *Comparative Education, *Cooperative Education, Developing Nations, *Economic Development, Educational Philosophy, *Educational Policy, Educational Practice, Political Socialization, Relevance (Education), Secondary Education, Social Development, *Work Experience

Identifiers—*Cuba, Marti (Jose), Marx (Karl)

The "secondary school in the country" is a concept becoming a reality in revolutionary Cuba. The concept is based on Cuba's need to feed itself and on the pedagogic and ideological premises that productive work molds man, that responsible participation by youth in building a new society is achieved by association with economic and social development plans, and that education and the school have a place in the accomplishment of Cuba's modernization. The secondary school in the country is described from its initiatory phases to the present day reality of 50 existing and 83 planned schools. The curriculum, as in the other secondary schools, is both general and polytechnic. The difference is that all the "country school" pupils, mainly from urban districts, are boarders; they combine study and work systematically during the whole school year, and their basically agricultural activities always form part of an economic development plan. The principles on which these schools were founded, the school's place in the whole educational system, their internal and external governance, their curricula, the time schedule for both teachers and students, and attempts at their evaluation are all described. In conclusion, the secondary school in the country is characterized as a lever for social, economic, technological, and educational progress. (JH)

ED 102 074 95 SO 008 118

Banks, Samuel L.

Inquiry Techniques in Teaching a Multi-Ethnic Social Studies Curriculum.

Baltimore City Public Schools, Md.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 74

Note—68p.

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—Cultural Pluralism, Curriculum, Curriculum Development, Educational Programs, Elementary Secondary Education, *Ethnic Studies, *Inquiry Training, *Inservice Education, Inservice Programs, *Intercultural Programs, School Community Relationship, Social Studies, *Teaching Techniques, United States History

The material presented in this publication is an outgrowth of an inservice program focusing on multi-ethnicity which was presented for teachers and administrators. The paramount emphasis was two-fold: (1) to provide teachers with an in-depth exposure to the methodology utilized in the inquiry process via lectures and demonstration lessons, and (2) to provide teachers with a concentrated and systematic program approach to ethnic studies in the K-12 social studies curriculum. The authors of the 13 articles in this document were the consultants for the program. Articles deal specifically with American Indians, Jews, and black Americans in United States history, as well as general ethnic concepts. The document also contains strategy models and practical considerations for effective inquiry teaching. Other topics deal with cultural pluralism, the melting pot theory, the theories of Christopher

Jencks, and a critical assessment of the Kerner Report. The use of community resources and school community relations in ethnic studies concludes the work. (Author/JR)

ED 102 075 SO 008 121

Blair, R. Clifford Fitzgerald, Morgan E.

Largo Junior High School Humanities Attitude Scale (Final Version).

Pinellas County District School Board, Clearwater, Fla.

Pub Date May 74

Note—19p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Attitude Tests, Course Evaluation, Educational Diagnosis, Educational Research, *Evaluation Methods, *Humanities, Humanities Instruction, Junior High School Students, *Student Attitudes, *Student Evaluation

The 44 questions of the Largo Junior High School Humanities Attitude Scale attempt to measure student attitudes about the study of humanities. The scale is composed of three subscales which measure whether students view the humanities class as an enjoyable experience, the study of humanities as being worthwhile, and the humanities of the past as being a legitimate part of history. Scoring is based on a scale of 1-6 under categories of strongly agree, agree, slightly agree, slightly disagree, disagree, and strongly disagree. Each question is worded in either a positive or negative manner. If a student marks "strongly agree" to a negatively worded question he receives one point, where if he marks "strongly disagree" to a negatively worded question he gets six points. Subscales 2 and 3 are designed so that they may be administered independently of subscale 1. This allows them to be used in a pretest-posttest design for evaluation purposes. Interpretations of possible test scores and general discussion as to test reliability and validity are included. (Author/DE)

ED 102 076 SO 008 122

DeMarie, Patrick J. Sorgman, Margo I.

A Comparative Study of the Effects of an Interdisciplinary Course in Inquiry on the Perceptions of Preservice Teachers.

Pub Date 27 Nov 74

Note—35p.; A paper presented to, CUFA section of the National Council for Social Studies (Chicago, Illinois, November 1974)

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Comparative Analysis, Educational Research, *Inquiry Training, Interdisciplinary Approach, Methods Courses, Methods Research, *Preservice Education, Self Concept, Self Concept Tests, *Teacher Attitudes, *Teaching Techniques

This study investigated the effects of an interdisciplinary course in inquiry on the self-perceptions of preservice teachers. Sample populations included an experimental group enrolled in an interdisciplinary inquiry course. Control groups comprised students enrolled only in a philosophy course in inquiry, students not enrolled in either course, and inservice teachers not enrolled in either course. A testing instrument rated the concepts of "myself as an inquirer" and "myself as a teacher in the conduct of inquiry" and opinion on the nature of inquiry. A summary of the findings concluded that the experimental inquiry group perceived (1) their inquiry teaching selves as more open to and pleased by the social stimulation of the inquiry mode of teaching, (2) themselves less comfortable as inquirers than did students in the philosophy of inquiry course, (3) the nature of inquiry as more truthful and perfect than did any of the other groups, and (4) the nature of inquiry as less structured and more responsive than the other control groups. Under the assumption that behavior follows perception, instruction of this nature is valuable for teaching any inquiry oriented discipline. (Author/DE)

ED 102 077 SO 008 123

Koberg, Don Bagnall, Jim

The Universal Traveler. A Soft-Systems Guide to: Creativity, Problem Solving, and the Process of Reaching Goals. [Revised Edition.]

Pub Date 74

Note—128p.

Available from—William Kaufman, Inc., One First Street, Los Altos, California 94022 (\$4.95)

Document Not Available from EDRS.

Descriptors—Conflict Resolution, *Creative Development, Creativity, Guidelines, *Individual Development, Objectives, Problems, *Problem Solving, *Process Education, Scientific Methodology, Systems Approach

This publication provides an organizational scheme for a creative problem solving process. The authors indicate that all problems can benefit from the same logical and orderly process now employed to solve many complex problems. The principles remain constant; only specific methods change. Chapter 1 analyzes the development of creativity and fear which blocks the creative problem solving process. Seven logical sequences of events in creative problem solving are examined in depth in chapter 2 and include: (1) acceptance of the situation, (2) analysis of the problem, (3) definition of the problem, (4) idea of goals and solutions, (5) selection of solution methods, (6) implementation of solution techniques, and (7) evaluation of results. Chapter 3 offers a series of supplemental activities and suggestions for increasing creativity, defining measurable objectives, communicating with people, and learning to know yourself better. Each chapter contains a list of practical problem solving tips, definitions of terms, and suggested readings. (Author/DE)

ED 102 078 SO 008 132

Rust, W. Bonney

European Curriculum Studies (in the Academic Secondary School). No. 9—Social and Civic Education.

Council for Cultural Cooperation, Strasbourg (France).

Pub Date 74

Note—140p.

Available from—Manhattan Publishing Company, 225 Lafayette Street, New York, New York 10012 (\$5.40)

EDRS Price MF-\$0.76 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—Citizen Participation, Citizenship Responsibility, *Civics, *Comparative Education, Curriculum Evaluation, *Curriculum Research, Educational Objectives, Educational Research, *Educational Status Comparison, School Role, Secondary Education, Social Attitudes, Socialization, Social Sciences, *Social Studies

Identifiers—Europe

This volume on civic and social education in the member countries of the Council of Europe is one of a series of curriculum studies prepared under the auspices of the Oxford Council of Europe Study for the Evaluation of the Curriculum and Examinations (OCESCE Study). The aim of this series of studies is to help create conditions in which the right educational opportunities are available to young Europeans, whatever their background or level of academic accomplishment, and to facilitate their adjustment to changing political and social conditions. This entails in particular a greater rationalization of the complex educational process. This report is the result of comparative studies of the curriculum in Western Europe and analyzes civic and social education into six areas: the social, moral, political, national, European, and world citizen. The author also deals with the socialization process, the role of secondary education, general aims and goals of civic and social education, teaching methods and resources, and evaluation methods for such a curriculum. Charts and tables illustrate the findings of this report. (Author/JR)

ED 102 079 SO 008 133

Hayashi, Yujiro

Human Welfare and Technological Innovation. Open Grants Papers No. 2.

Hawaii Univ., Honolulu. East-West Center.

Pub Date May 74

Note—57p.

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—Developed Nations, Developing Nations, Development, Environmental Influences, Foreign Relations, *Futures (of Society), Global Approach, *Human Living, Innovation, Living Standards, Physical Environment, *Technological Advancement, Technology, Welfare, *World Problems

Identifiers—Asia, *Japan

This publication on human welfare and technological innovation contains two sections. The first section examines the objectives and functions of technological innovation while the

second section discusses the direction and analysis of technology transfer between Japan and other nations. Subtopics within the first section include: (1) characteristics of technology, (2) human and environmental problems associated with technology, and (3) countermeasures to offset the problems of increasing technology. Section 2 contains five subtopics dealing with Japan's technology and its relationship to Asia and the world. These subtopics analyze problems stemming from the change in the industrial structure of Japan, examine Japan's role in the international division of labor and in the energy crisis, discuss the characteristics of Japan's science and technology and her relations with the United States and the industrialized nations of Europe, analyze relationships in the international division of labor in Asia, and discuss the need to develop a new scale for perception of environmental quality. (Author/DE)

ED 102 080 SO 008 137

Hawke, Sharryl

Bringing China to the Classroom. Profiles of Promise 38.

ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.; Social Science Education Consortium, Inc., Boulder, Colo.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date [75]

Note—Sp.; For related documents see ED 090 098, 091 068, 092 421, and 092 469

Available from—Social Science Education Consortium, 855 Broadway, Boulder, Colorado 80302 (\$9.00 for 30 issues)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Asian Studies, *Chinese Culture, *Consultants, Curriculum Development, *Educational Resources, Elementary Secondary Education, Instructional Materials, Program Descriptions, Social Studies, Teacher Education

Identifiers—Bay Area China Education Project (BAYCEP), *China, Profiles of Promise

One year ago the Bay Area China Education Project (BAYCEP) was begun by specialists in Asian Studies from Stanford University and University of California, Berkeley. The purposes of BAYCEP are to develop a series of programs which will encourage the use of China-related materials in elementary and secondary schools and improve the methods and content of precollegiate teaching about China. BAYCEP staff members work as consultants to Bay Area elementary or secondary teachers who request their help. In addition to consulting, BAYCEP staff develop materials useful to teachers; two available products are an annotated bibliography (ED 092 469) of easily available materials on China and a short unit entitled *Misunderstanding China* (ED 092 421), focusing on the dispelling of stereotypes. The unit is highly adaptable and can be modified to meet the requirements of almost any classroom situation. For teachers who wish more in-depth background preparation on China, BAYCEP conducts workshops in both content and additional teaching techniques. While BAYCEP is currently focusing on China, the associates hope to expand their services on other countries, with the next concentration to be Japan. (Author/JR)

ED 102 081 SO 008 139

Hawke, Sharryl

Newspaper in the Classroom. Profiles of Promise 40.

ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.; Social Science Education Consortium, Inc., Boulder, Colo.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date [75]

Note—Sp.; For related documents see ED 077 992, 078 382, 080 409, and 085 735

Available from—Social Science Education Consortium, 855 Broadway, Boulder, Colorado 80302 (\$9.00 for 30 issues)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Demonstration Programs, Elementary Education, Evaluation, Instructional Materials, *Interdisciplinary Approach, *Learning Activities, *Newspapers, Program Descriptions,

*Social Studies, Special Education, *Teaching Techniques

Identifiers—Newspaper in the Classroom, NIC, *Profiles of Promise

Newspapers are extensively used as the primary source material in all classes at Emerson Elementary School, Granite City, Illinois. Textbooks and other resources are used to supplement the daily issues of the St. Louis Globe-Democrat received at the school. Learning activities and the role of the newspaper vary in each classroom. The newspaper's use is limited only by the teacher's imagination. Teachers sometimes use the newspaper as a major instructional tool while at other times they use it as an enrichment and motivational technique. Students use all aspects of the newspaper from headlines to advertisements, sports statistics, and current articles. For example, a number of students in a fifth grade class play the market each day. A Trans World Airline advertisement is used in kindergarten classes to identify airlines that are alike and those that are different. A primary group uses the same ad for studying arrival and departure times and drawing the times on faces of clocks. Special education, music, and art teachers also find the newspaper useful. An evaluation of the program indicates that it is successful. Using the information presented, interested teachers can adapt this program into their own curriculum. (Author/JR)

ED 102 082 SO 008 140

Frisk, Charles, Comp. Brewster, Bill, Comp.

The Heritage of America's Youth: A Source Book for Teachers.

Oregon Association for Supervision and Curriculum Development, Salem.

Pub Date Jan 75

Note—124p.

Available from—Oregon Association for Supervision and Curriculum Development, P.O. Box 421, Salem, Oregon 97308 (\$3.75 prepaid) Journal Cit—Oregon ASCD Curriculum Bulletin; v24 n326 Jan 1975

Document Not Available from EDRS.

Descriptors—Colonial History (United States), Elementary Education, *Instructional Materials, Learning Activities, Social Studies, *Supplementary Reading Materials, *United States History

Identifiers—*Bicentennial

Teachers preparing a United States history course on the Bicentennial for elementary grades will find this sourcebook useful. It is designed for use in the classroom and at school assemblies and holiday celebrations where opportunities to focus on our nation's heritage may occur. The sourcebook provides both factual information and materials for teaching activities that could supplement a traditional American history course. A historic calendar of events, people, and places presents significant dates from January through December. The document also contains lists of the 50 states and dates of entry to the Union; presidents of the United States; and documents such as the Declaration of Independence, Bill of Rights, Mayflower Compact, and the Gettysburg Address. Patriotic songs and poems are also included. (Author/JR)

ED 102 083 SO 008 142

Leighton, Andrew J.

Population Education: A Selective Annotated Bibliography for United States Schools.

Population Council, New York, N.Y.

Pub Date Dec 74

Note—14p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Annotated Bibliographies, *Demography, Elementary Secondary Education, *Global Approach, Higher Education, Instructional Materials, Overpopulation, *Population Education, Population Trends, Research Reviews (Publications), Technical Reports, World Problems

This selective, annotated bibliography provides elementary, secondary, and undergraduate teachers, students, and curriculum designers with 47 references on population education. The bibliography is divided into four sections listing citations on basic reference data for the study of population, specific population education materials, points of view toward solving the population problem, and information about the United Nations World Population Conference, the Population Tribune, and the International Youth Popu-

lation Conference, all held in Bucharest, Romania, in August 1974. In addition to regular bibliographic information each listing includes, whenever possible, an address for acquisition purposes, number of pages, whether the listing is in paperback or hardcover, cost, recommended educational level, Library of Congress card number (LC), International Standard Book Number (ISBN), and United States Government Printing Office Stock Number (GPO S/N). (DE)

ED 102 084 SO 008 143

Churchill, E. Richard Churchill, Linda R.

Enriched Social Studies Teaching Through the Use of Games and Activities.

Pub Date 73

Note—82p.

Available from—Fearon Publishers, 6 Davis Drive, Belmont, California 94002 (\$2.50)

Document Not Available from EDRS.

Descriptors—Class Activities, *Enrichment Activities, *Games, Instructional Innovation, Instructional Materials, Junior High Schools, *Learning Activities, Puzzles, Secondary Education, Simulation, *Social Studies, *United States History

This collection of class activities is intended to serve as supplementary material for regular social studies texts to enrich social studies learning in grades 6-12. Sixty individual activities are listed alphabetically within four major categories of games, puzzle-quizzes, writing projects, and physical activities. Each activity is defined with examples for easy adaptation to most classroom situations. (JR)

ED 102 085 SO 008 144

Belbas, Nancy, Ed.

Youth Encounters a Changing World. Seminar Series No. 3.

Minnesota Univ., Minneapolis. Center for Youth Development and Research.

Pub Date Aug 72

Note—37p.; A related document is SO 008 146

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Adolescence, Family Environment, Individual Development, *Interdisciplinary Approach, Maturation, Personal Growth, School Environment, Self Actualization, Seminars, *Social Adjustment, *Social Development, Social Environment, *Youth, *Youth Problems

This document is one of a series by the Youth Development Center at the University of Minnesota dedicated to the interdisciplinary discussion of youth problems. The topic under discussion includes two questions: (1) What do young people need to cope with the problems of a complex society and themselves? (2) Where and in what ways can opportunities be made available to provide this need? Much of the discussion concerning what is made available to help young people cope is bound up with the issue of how one deals with the acceptance of variety. The discussion focuses on the family which recognizes and respects separateness and on adults who deal with young people and bring a whole variety of backgrounds and behaviors to the relationship. The opportunity for youth to understand the process of goal-attainment is integrally related to how individuals learn to respect differences and deal with competing needs. The ability of schools and institutions to provide opportunity to cope revolves around how they deal with variety, whether they demand conformity and stereotype racial or socioeconomic groups, or whether the institution allows youth to participate in the school's development program. Institutions can meet young peoples' needs only by respecting individual development and self-concept. (Author/DE)

ED 102 086 SO 008 146

Belbas, Nancy, Ed.

Dialogue on Youth Viewed from Several Disciplines and Professions. Seminar Series No. 1.

Minnesota Univ., Minneapolis. Center for Youth Development and Research.

Pub Date Aug 70

Note—30p.; A related document is SO 008 144

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—*Adolescence, Adult Development, Continuous Learning, Cultural Environment, Cultural Factors, Culture Conflict, *Individual Development, *Interdisciplinary Approach,

Maturation, Personal Growth, Self Actualization, Seminars, Social Problems, *Youth, *Youth Problems

This document is one of a series by the Youth Development Center at the University of Minnesota dedicated to the discussion of youth. Thirteen participants from various social science fields were asked to present a perspective on youth from the viewpoints of their profession or discipline. This dialogue, an edited and restructured version of the discussions, provides an overview of the whole subject of youth. Out of the discussion came six general ideas which may be of help to people working with youth. These ideas include the need for adults to acknowledge youth's cry for personal, individual recognition and their general need for affection, self-respect, and a sense of personal worth. In addition, adults need to present to youth educational alternatives that do not prolong dependence and separate youth from other age groups, and ways in which youth can participate in the democratic decision making process in schools and society. Adults must provide youth with models of committed, reliable, and honest relationships between people. Finally, adults must stress the idea that the search for identity is a continuing process through adulthood and does not require the attainment of a singular viewpoint but requires continual questioning and evaluation. (Author/DE)

ED 102 087 SO 008 148
Johnson, Harry A. Virag, Wayne F.

Multimedia Materials for Studies on World Peace (A Conceptual Model and Rationale with Annotated Curriculum Materials). Education for Peace: Reflection and Action.

Note—146p; Material prepared for the World Conference on Education (University of Keele, Staffordshire, England)

Available from—Wayne F. Virag, Department of Social Studies Education, Virginia State College, P. O. Box 702-N, Petersburg, Virginia 23803 (\$5.95 paper)

Document: Not Available from EDRS.

Descriptors—*Annotated Bibliographies, *Conflict Resolution, Decision Making, Economics, Environmental Education, Foreign Relations, Global Approach, *International Education, Justice, Natural Resources, *Peace, Population Education, Resource Materials, Secondary Education, *World Affairs

With the shrinking contemporary world and the increasing ease in communications, thoughtful youth are questioning the inevitability of international violence and war. Students must learn to explore in depth the causes of conflict and to design strategies for action which will hopefully lead to the elimination of war. This publication provides ideas related to teaching about world peace at the secondary level and to the availability of resource materials. In section 1, the author investigates the need for the use of varied instructional resources to develop critical thinking among students. Section 2 contains six conceptual models for teaching about social justice and human rights, population, decision making, conflict resolution, development, and environment. Section 3, which comprises the major portion of the publication, is an annotated bibliography of print and nonprint materials which can be used to teach about the six areas of concern for which conceptual models are presented in section 2. (Author/RM)

ED 102 088 SO 008 156
Saad, Geti, Comp.

Selected Bibliography and Abstracts of Educational Materials in Pakistan. Volume 7 Number 4, 1973. Period Covered, October–December 1973.

Spons Agency—National Science Foundation, Washington, D.C.; Office of Education (D-HEW), Washington, D.C.

Report No.—TT-73-53000-04

Note—61p; A related document is ED 074 847

EDRS Price MF-\$0.76 HC-\$3.32 PLUS

POSTAGE

Descriptors—Adult Education, *Annotated Bibliographies, Childhood, Comparative Education, Curriculum Development, *Educational Administration, *Educational Finance, Educational Objectives, *Educational Policy, *Educational Research, Elementary Education, Higher Education, Literacy, Psychology, Social Sciences, Teacher Education, Womens Education

This annotated bibliography lists 105 entries of selected educational materials from Pakistan covering the period October–December 1973. The materials are organized into 24 categories as listed for related document ED 074 847. In addition, three sections are presented on higher education, literacy, and teacher education. A special section concerns the teaching of languages. The materials are drawn from a variety of Pakistani journals, newspapers, and government publications. An author index is included. (Author/DE)

ED 102 089 SO 008 160
Turnipseed, Jorja P. And Others

Effect of Participating in a Structured Classical Musical Education. Program on the Development of Auditory Discrimination Skills in Pre-School Children.

Pub Date Nov 74

Note—9p; Paper presented at the Annual Meeting of the Mid-South Educational Research Conference (3rd, New Orleans, Louisiana, November 1974)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS

POSTAGE

Descriptors—Affective Objectives, *Auditory Discrimination, Curriculum Development, Educational Research, Elementary Education, Music, Music Appreciation, *Music Education, *Preschool Education, Primary Education, *Reading Readiness

Preschool children participated in a classical music program to determine the effects of the program on their auditory discrimination skills. The development of auditory discrimination skills, considered a leading factor in reading readiness, is one of the objectives of the music program. Other objectives include emotional growth, experience in dramatic play, a broadened knowledge of music, fun and enjoyment, and development of increased attention span, direction-following skills, and cognitive skills. Seventy-seven five-year-olds, divided into experimental and control groups, were the subjects of the study. Weekly musical experiences for the experimental group grew from 20 to 50 minutes in length as the school year progressed. At the end of the program all children were tested using the Metropolitan Achievement Test, Slosson Intelligence Tests, and Wepman's Auditory Discrimination Test. The results showed better developed auditory skills for the experimental group and greater ability to handle instructional tasks. In addition, music learning appeared to cut through all teacher-observed I. Q. levels and maturity and age levels, and the children never tired of hearing the works. The usefulness of these results for curriculum developers wishing to integrate affective and skill level behaviors is suggested in the study. (JH)

ED 102 090 SO 008 166
School Enrollment—Social and Economic Characteristics of Students: October 1974. Current

Population Reports, Population Characteristics.

Bureau of the Census (DOC), Suitland, Md.

Report No.—P-20-No-278

Pub Date Feb 75

Note—9p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D. C. 20402 (\$0.30)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS

POSTAGE

Descriptors—*Educational Trends, Elementary Secondary Education, *Enrollment Trends, Higher Education, *Minority Groups, National Demography, Nursery Schools, Population Trends, Racial Characteristics, Sex (Characteristics), *Social Characteristics, *Student Characteristics

This report contains social and economic characteristics of students from nursery schools through higher education. The figures are based on the Current Population Survey conducted in October 1974 by the Bureau of the Census. The following tables are included: (1) School Enrollment of the Population 3 to 34 Years Old by Level and Control of School and Race: October 1964 to October 1974; (2) School Enrollment of the Population 3 to 34 Years Old by Age and Sex: October 1964 to October 1974; (3) College Enrollment of the Population 14 to 34 Years Old, by Sex and Race: October 1964 to October 1974; (4) College Enrollment of the Population 16 Years Old and Over, by Age and Sex: October 1970 to October 1974; and (5) Enrollment Status

of the Population 3 to 34 Years Old, by Age, Sex, Race, Spanish Origin, and Selected Educational Characteristics: October 1974. (Author/RM)

ED 102 091 SO 008 169
Rockman, Ilene F., Comp.

Japanese-American Identity in the United States, 1945–Present. A Selected Annotated Bibliography.

Pub Date Jan 75

Note—24p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS

POSTAGE

Descriptors—Acculturation, *Annotated Bibliographies, Asian Americans, *Asian Studies, Bibliographies, Ethnic Studies, Family Life, Information Sources, Instructional Materials, *Japanese Americans, Minority Groups, Reference Materials, *Sociocultural Patterns, Student Characteristics, *United States History

Included in this annotated bibliography are approximately 100 resources about the Japanese-American population in the United States. Cited works include journals, monographs, books, theses, and dissertations intended to highlight significant scholarship and research of Japanese-American identity, acculturation, assimilation, school and family life, values, mental health, personality characteristics, and social patterns. References to internment and relocation adjustments are not included. Book listings are arranged by subject area and, within the subject area, are alphabetized by author. The last section includes a short bibliography of available bibliographies and other books that were consulted in preparing this annotated bibliography. (Author/JR)

SP

ED 102 092 SP 007 765
Schmieder, Allen A.

Profile of the States in Competency-Based Education.

Multi-State Consortium on Performance-Based Teacher Education, Albany, N.Y.

Pub Date Nov 74

Note—25p.

Journal Cit—PBTE (Performance-Based Teacher Education); v3 n5 Nov 1974

EDRS Price MF-\$0.76 HC-\$1.58 PLUS

POSTAGE

Descriptors—National Surveys, *Performance Based Teacher Education, *State Programs, *State Standards, Teacher Certification

The introduction to this chart states that it is intended to present a brief outline of where each state was as of September 1973 in regard to the introduction or prospective introduction of competency-based education. States are listed individually; for each state, the name, position, and address of an individual to contact are given. The chart provides space for the following information: competency-based education goals, major developmental activities, key publications, and unique features. (JA)

ED 102 093 95 SP 008 797
Thomas, Donald R. And Others

Futurism as an Approach to Decision Making in Teacher Education.

ERIC Clearinghouse on Teacher Education, Washington, D.C.

Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.

Pub Date Feb 75

Note—106p.

EDRS Price MF-\$0.76 HC-\$5.70 PLUS

POSTAGE

Descriptors—Communication Skills, Creative Thinking, *Futures (of Society), Humanism, Logical Thinking, Multilingualism, Values

This is a collection of five essays on futurism. In the first, Thomas contends that human beings will need more than ever to be taught the basic skills of communications and that communication will have to be multilingual. In the second essay, Katz explores the notion of teaching people to think, contrasting the Dewey inquiry model and the discipline model. In the third essay, Chin and Genova propose models for the reconstruction of knowledge, the process of knowledge utilization, and the place of selfhood. Rich, in the fourth es-

say, argues that children must learn skills to create knowledge and the arts; he also explores teaching values and ethics. Finally, Nash discusses the celebration of humanism. (Author)

ED 102 094 95 SP 008 798

Hawkins, Donald E. Bendixsen, Marian F.

Utilization of Information Resources in Planning Teacher Professional Preparation Programs.

ERIC Clearinghouse on Teacher Education, Washington, D.C.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Feb 75

Note—53p.

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—*Directories, *Information Needs, *Information Sources, *Resources, *Teacher Education

This publication is designed to provide teacher educators and educational innovators and decision makers with information that will help them to manage change. In the first section, "Pressures for Change," societal and reform pressures are identified. The second section, "The Institutional Imperatives," discusses finance, facilities, and curriculum as the major areas of institutional activity affecting planning for teacher education. In the third section, "A Macrosystem for Information Utilization," an ideal dissemination and utilization system is outlined. The fourth section, "Some Major Information Resources for Planning Teacher Education," has three subsections: (a) The Research World, Basic and Applied Research and Development; (b) The Practice World: Practice Professions, Product Organizations, and Service Organizations; and (c) The Consumer and Government as Protector of Consumer Interests. Each citation in section four includes name of organization, address and telephone number, areas of interest, holdings, publications, and information services. (LP)

ED 102 095 95 SP 008 800

Howey, Kenneth

Promising Practices in the Training and Renewal of Teacher Educators.

ERIC Clearinghouse on Teacher Education, Washington, D.C.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Feb 75

Note—64p.

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—Alternative Schools, Computer Assisted Instruction, Models, Performance Based Teacher Education, *Teacher Educator Education, Teaching Methods

This monograph reviews a variety of trends and programs in the preservice and in-service training of teacher educators. Diversified instructional formats are discussed, as represented in the Keller Plan, directed study, the Stanford catalogue of teacher training products, and protocol materials. The methods of computer-assisted instruction and the use of consulting groups (as in the Minnesota "Field-Plot" model and the Western Kentucky model) are also explored as vehicles that are being used to train teacher educators. Finally, the implications of competency-based teacher education and of alternative teacher education programs for the training of teacher educators are revealed. A 25-item bibliography concludes the paper. (LP)

ED 102 096 SP 008 835

Reeves, Colon R.

Certification of Secondary School Teachers in the Southern States.

Pub Date Jul 73

Note—194p.; Ed.D. Dissertation, Walden University

EDRS Price MF-\$0.76 HC-\$9.51 PLUS POSTAGE

Descriptors—Institutional Role, *Performance Criteria, *Secondary School Teachers, *Southern States, Surveys, *Teacher Certification

The object of this descriptive survey is to identify issues and processes associated with the certification of secondary teachers in the southern states. The focus is primarily on: (a) the diversity of certification requirements, (b) the influences which contribute to requirements for certification, (c) the degree to which per-

formance is considered as a criterion, and (d) the current status of certification. Questionnaires were sent to state superintendents, state directors of certification, executive secretaries of regional accrediting associations, deans of schools of education, and certification classroom teachers to collect data on these issues. An analysis of the data identified the following six major conclusions: (a) diversities in decision-making structure, requirements for certification, academic preparation of teachers, and types of certificates exist among the 11 states; (b) influences on certification that are registered within the scope of the study could be classified under broad categories; (c) all respondents favored change in certification requirements; (d) teacher education programs were viewed as being responsible for competency development of teachers; (e) several state departments are investigating the potential of competency-based certification; and (f) certification is related to teacher effectiveness. The study also revealed a need for further research in several areas. (The questionnaires and tables are included in the appendices.) (PB)

ED 102 097 95 SP 008 847

Sinclair, Ward

Field-Based Teacher Education and K-12 Personnel Responsibilities in Teacher Education: A Review.

ERIC Clearinghouse on Teacher Education, Washington, D.C.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Feb 75

Note—84p.

EDRS Price MF-\$0.76 HC-\$4.43 PLUS POSTAGE

Descriptors—Accreditation (Institutions), *College School Cooperation, *Cooperating Teachers, *Field Experience Programs, Inservice Teacher Education, Performance Based Teacher Education, Preservice Education, State Standards, Student Teaching, Teacher Associations, Teacher Centers, Teacher Certification, *Teacher Education

This monograph traces the development of field-based teacher education in the U.S., from the first state-supported normal school (1839) to the present questions of control and the dual system of standards of the National Association of State Directors of Teacher Education and Certification and the National Council for Accreditation of Teacher Education. Some of the topics reported on are associations and unions, competency-based teacher education, local needs, teacher centers, reciprocity systems, and economic problems. The extensive appendixes provide the reader with reference material for better understanding the text. They are "Standard VI—Professional Laboratory Experiences"; "Constitution of the CITE Project"; and "Interstate Agreement on Qualification of Educational Personnel Contract." (LP)

ED 102 098 95 SP 008 876

Marsh, David D. And Others

A Study of Teacher Training at Sixth-Cycle Teacher Corps Projects. Volume 3, Supplementary Statistical Tables.

Pacific Training and Technical Assistance Corp., Berkeley, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Planning, Budgeting, and Evaluation.

Pub Date Jul 74

Note—197p.; For related documents, see ED 098 235, 240, and 241

EDRS Price MF-\$0.76 HC-\$9.51 PLUS POSTAGE

Descriptors—*Background, *Changing Attitudes, Cultural Background, Elementary School Teachers, Family Background, Socioeconomic Background, *Statistical Data, *Teacher Interns, Teaching Skills

Identifiers—*Teacher Corps

This document is Volume 3 of the report on the first phase of a two-phase longitudinal study of the Teacher Corps program being conducted by Pacific Training and Technical Assistance Corporation. It contains supplementary material, usually statistical tables or technical material, which supports Volume 1, the main volume of the report (see ED 098 240). The purpose of Phase I of this study was to identify and analyze those combinations of intern background characteristics and Teacher Corps program charac-

teristics that are related to desired teaching skills and attitudes of interns at the end of their training. Phase I was also used to formulate hypotheses for phase 2 which will assess the effectiveness of Teacher Corps graduates in working with low-income minority-group children. Section 1 of this volume 3 is an introduction. Section 2 presents a list of the derived intern background factors as well as tables which, for each intern background factor, show what original intern background variables loaded on this factor. Sections 3 and 4 contain parallel information for Teacher Corps program and intern exit factors respectively. In Section 5, the factor scores for each of the 20 projects on each of the 65 program factors are presented, as are the exit factor scores for each project on each exit factor. Section 6 contains tables related to the relationship of intern background and Teachers Corps program to intern exit factors. (PB)

ED 102 099 SP 008 877

Detzner, Daniel F.

Teacher Evaluation: A Self-Appraisal Method.

Minnesota Univ., Minneapolis. General Coll.

Pub Date 74

Note—15p.

Journal Cit.—The General College Studies; v11 n1 1974-75

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Accountability, *Classroom Observation Techniques, *Evaluation Methods, Individual Development, *Self Evaluation, *Teacher Evaluation, *Teacher Improvement, Video Tape Recordings

In recent years there has been an increasing demand for accountability and evaluation of teachers. One nonthreatening method that might be used by teachers to evaluate and improve their classroom performance is self-appraisal. The experiment in this document uses the Teacher Self Appraisal (TSA) observation system which divides the teaching act into three categories: (a) methods, (b) objectives, and (c) expressions. By video taping classes and using these categories, it was hoped that the teacher would be able to recognize deficiencies and improve performance. Six tapings were made at two-week intervals, and after each session the tape was viewed and analyzed. Stops were made at 15 second intervals, and the teacher determined what was going on according to the above categories. The tape was then analyzed in terms of the teacher's goals for the class. In this particular case, the teacher was able to identify various deficiencies and problems after viewing the tapes. By the time the last tape was finished (and after much effort towards self-improvement on the part of the teacher) a definite improvement was obvious. (Appendices describe the TSA observation system and contain a sample work sheet and results of the video taping.) (PB)

ED 102 100 SP 008 878

Kohut, Sylvester, Jr.

Curriculum, Instruction, and Communication in the Middle School.

Dickinson Coll., Carlisle, Pa.

Pub Date 74

Note—14p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Inservice Programs, Inservice Teacher Education, *Middle Schools, Performance Based Teacher Education, *Teacher Workshops

Realizing the need for in-service workshops and graduate-level courses for middle-school practitioners, the College of Education Continuing Education Program of the University of Pennsylvania conducted a series of three-credit, graduate-level workshops throughout southeastern Pennsylvania during the summer of 1974. This is an ongoing workshop series, and it will be continued during 1975. The workshop series was a competency-based, in-service teacher education program designed for middle-school teachers with actual middle-school teaching experience. The course was basically an investigation of the innovations, curricular and instructional dimensions, and the dynamics of communication processes in the emerging middle-school movement. Focus was on the relationships of theory to practice. (This document contains a description of the course, a copy of the workshop planning questionnaire, and a chart of the workshop objectives and procedures.) (PB)

ED 102 101 SP 008 879

Luke, Robert A. Donnels, Linda
Welcome to the Quiet Life: A Handbook for Adult Education Teachers and Teacher Trainers. Part 1: Suggestions for Teachers. Part 2: Suggestions for Teacher Training.

Gallaudet Coll., Washington, D.C. Center for Continuing Education.

Pub Date 74

Note—29p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—*Adult Education, Adults, Cooperative Planning, *Deaf Education, Deaf Interpreting, *Orientation Materials, *Special Education Teachers, Student Evaluation, Teacher Education

There are more similarities than there are differences between hearing and nonhearing students in the adult education classroom. The main difference—the inability to hear words and sounds—can be overcome by cooperative work between the teacher and the interpreter. The interpreter can do much with what the teacher says and is able to convey feelings, sentiments, emotions, and enthusiasms. But the teacher must remember that the interpreter is present and adjust his/her presentations accordingly. In special situations such as group discussions, demonstrations, or small project work the same applies, but some unique procedures must be utilized. This is also true for evaluation where a teacher sometimes must make a special effort to receive feedback from his students. A training and orientation program for teachers new in the field of teaching deaf adults is especially helpful, and it is hoped that most communities will realize that "teaching is not merely talking." (PB)

ED 102 102 95 SP 008 880

McKenzie, Hugh S.

Special Education and Consulting Teachers.

Vermont State Dept. of Education, Montpelier. Div. of Special Education and Pupil Personnel Services; Vermont Univ., Burlington. Coll. of Education.

Spons Agency—Bureau of Educational Personnel Development (DHEW/OE), Washington, D.C.; Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date May 71

Note—41p.; Based on paper presented at the Banff International Conference on Behavior Modification (3rd. University of Calgary, Calgary 44, Alberta, Canada, April 1971)

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Behavioral Science Research, *Consultants, Elementary Education, Enrichment Experience, *Graduate Study, *Handicapped Children, Individualized Instruction, *Regular Class Placement, Research, Resource Teachers, *Special Education Teachers, Teacher Education

Identifiers—*Vermont

One of several possible systems for delivering special education services, a consulting teacher approach seeks to manage and educate handicapped children in regular elementary classrooms. Vermont has adopted this approach for certain handicapped children because it is less costly and disruptive, avoids labeling and extensive testing, provides normal peer models, and trains regular teachers in special education. During a 2-year graduate program, students preparing to be consulting teachers receive training in the individualization of instruction, analysis of behavior, and research as well as supervised experience in consulting with and training teachers through services to 32 handicapped children. The training program is evaluated mainly by services students provide to handicapped children. (An 18-item bibliography is included.) (Author)

ED 102 103 SP 008 881

Bush, Ann G., Comp. Varrone, Thomas E., Comp.

An Analysis of the Evaluation of the Elementary Student Teaching Program.

Temple Univ., Philadelphia, Pa. Coll. of Education.

Pub Date Jun 71

Note—25p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Course Evaluation, Education Courses, Elementary Education, *Program

Evaluation, *Student Opinion, Student Teaching, *Teacher Education Curriculum, Undergraduate Study

During the past three years these questionnaires have been sent by Temple University to elementary education majors asking them to evaluate their undergraduate education courses and student teaching experience. Overall, student teaching was rated most helpful, and foundations and curriculum were rated least helpful. They also evaluated other aspects of their program such as orientations, workshops, seminars, inter-visit, the supervisor, principal, and cooperating teacher(s). Suggestions for improvement in all areas were requested, and generally included the following: that a course in children's literature and in music education, more field experience, and more reading courses for N.K.P. students be offered; that instructors be more familiar with instructional practices and acquaint students with the present situation while providing alternatives; that all courses include related classroom management and record-keeping responsibilities; and that professors in EPIC need assistance in supervision of field experience. (Tables are included.) (PD)

ED 102 104 SP 008 882

NUSTEP—Teacher Assisting Program.

Nebraska Univ., Lincoln.

Pub Date 72

Note—16p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Cooperating Teachers, *Preservice Education, *Program Descriptions, *Teacher Aides, *Teacher Interns, Teaching Skills

The Teacher Assisting Program in NUSTEP has three major purposes: (a) blending theory and practice so that a prospective teacher can become acquainted with and instructed in a variety of important principles of learning and teaching and at the same time experience those same principles in learning/teaching situations; (b) providing prospective teachers with adequate pre-student teaching experiences so that the student may start at a suitable competency level; and (c) providing personnel trained in certain basic teaching skills that can assist cooperating teachers to individualize instruction. The program consists of three Spirals which contain skills that the assistants are expected to learn and exhibit in teacher assisting. (The assistants are in class for the equivalent of one day per week.) In Spiral 1 the assistants are sensitized to and given initial practice in these skills. Spiral 2 builds on these skills and adds specialized subject area skills. Spiral 3 assists in building these skills into a broad teaching style. (The Spirals and a Teaching Assisting Proficiency Checklist for each one are provided.) (PB)

ED 102 105 95 SP 008 883

Grover, Burton L. Rice, Robert M.

Pupil-Teacher Planning: A Conservative Approach. A Learning Package.

Seattle Public Schools, Wash.; Western Washington State Coll., Bellingham.

Spons Agency—Office of Education (DHEW), Washington, D.C.; Washington Office of the State Superintendent of Public Instruction, Olympia.

Pub Date Jun 71

Note—28p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—*Curriculum Planning, *Student Centered Curriculum, Student Interests, Student Motivation, *Student Participation, Student Teacher Relationship

This learning package is a conservative approach to pupil-teacher planning, the purpose of which is to enable teachers to use this type of planning with students. The package is divided into four tasks. Task 1 states that most students don't realize what it is they should be trying to learn and consequently are not as likely to learn it. It emphasizes that though there are many drawbacks to having teachers decide learning goals, this does not mean that immature students should have sole responsibility for what they learn. Assumptions are outlined that lay the groundwork for procedures that allow students to participate in instructional planning. Task 2 tests the reader's understanding of Task 1. Task 3 outlines the steps used for pupil-teacher planning. Recommendations are made that the unit be

somewhat familiar to students, not overly difficult, and one which comes early in the year, so that the planning experience can help later on. It suggests that the teacher first introduce the topic and explain what types of questions are "good" questions. The students might then form small groups and formulate questions for that particular topic. After a list of questions is made, the students should choose those questions they are interested in working on; class time should be provided for this work. At the end of the unit the teacher should evaluate the process with the students. Task 4 includes a test of Task 3, a pupil opinionnaire, and the suggestion that if this process cannot be applied to a whole unit, just one lesson could be used. (PB)

ED 102 106 95 SP 008 886

English, Fenwick W. Zaharis, James K.

Consideration of Skill Development in the EPDA Summer Training Sessions.

Mesa Public Schools, Ariz.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Note—5p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Boards of Education, Contracts, Curriculum Development, Differentiated Staffs, *Performance Contracts, Performance Criteria, Public School Teachers, Skills, Teacher Improvement, *Teachers

In December of 1970, teachers in the Mesa Public Schools will design the procedures by which they contract with the Mesa School to produce certain student outcomes for a given unit of study in the spring. These will be specified in a "contract" written by the school board. Teams will "bid" on the contract, submitting dollar estimates of all cost variables relating to the successful completion of the contract. Key variables in the contracting process may include the following: time; number and kind of educational personnel to be used; materials, supplies, and equipment; building costs; and evaluation. Negotiations are primarily concerned with equating means to projected outcomes. In all cases, costs are related to student outcomes. Teachers will need to be trained during the summer in how to negotiate with the board, specify student outcomes, package curriculum to meet the unit objectives, and assess student learning along required dimensions. (JA)

ED 102 107 SP 008 887

Mann, Philip H. Suiter, Patricia A.

Auditory Channel Problems.

Note—8p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Aphasia, Audiolingual Skills, Auditory Discrimination, Auditory Perception, *Auditory Training, *Aurally Handicapped, *Behavior, Listening Comprehension, *Memory, Teacher Education

This teacher's guide contains a list of general auditory problem areas where students have the following problems: (a) inability to find or identify source of sound; (b) difficulty in discriminating sounds of words and letters; (c) difficulty with reproducing pitch, rhythm, and melody; (d) difficulty in selecting important from unimportant sounds; (e) difficulty in blending sounds into words; (f) difficulty in understanding environmental sounds; and (g) difficulty in associating sounds of words with meaning. The document then outlines nine specific deficits, certain behaviors by which deficits may be recognized, and ways to ameliorate the situation. (PB)

ED 102 108 SP 008 888

Alvir, Howard P.

Nine Simple Steps Leading to Low Cost High Quality Individualization.

FILMS, Albany, N.Y.

Pub Date 10 Jan 75

Note—73p.; Also available in French

Available from—FILMS, 27 Norwood Street, Albany, New York 12203 (On loan)

EDRS Price MF-\$0.76 HC Not Available from

EDRS. PLUS POSTAGE

Descriptors—*Affective Objectives, *Cognitive Objectives, Curriculum, Evaluation, *Individual Development, *Psychomotor Objectives, Resources, *Workshops

This document summarizes a curriculum workshop that defines individualization in terms

of cognitive, psychomotor, and affective objectives. This definition is operationalized in objectives, evaluations, and resources keyed to nine individualization steps, which are documented by examples. A one-page planning matrix is used to sum up the nine steps, which are (a) outline goals briefly, (b) examine goals for relevance and validity, (c) move from subject matter to objectives, (d) reexamine criteria in light of career education implications, (e) field test the results, (f) categorize priorities for adaptation in learning package modules, (g) analyze each objective for mastery and beginner competencies, (h) analyze each evaluation to ensure it is an appropriate yardstick, and (i) analyze each resource to ensure a wide variety of alternatives. Several examples are given to illustrate applications to a wide variety of subject matter related to career education. (Author)

ED 102 109 SP 008 899

Pint, Robert F.

Staff and Student Attitudes toward Innovative Programs at the Middle School Level.

Pub Date Jul 73

Note—165p.; Ph.D. Dissertation, Walden University

EDRS Price MF-\$0.76 HC-\$8.24 PLUS POSTAGE

Descriptors—Experimental Programs, *Instructional Innovation, Learning, *Program Evaluation, Student Attitudes, *Student Opinion, *Teacher Attitudes

Identifiers—*Bettendorf Iowa Middle School

A survey of staff and student attitudes toward selected innovative approaches to learning that had been in operation for four years was conducted. The population surveyed comprised the entire Bettendorf, Iowa, Middle School staff and student body. Questionnaires were developed to elicit pertinent staff and student opinions toward (a) space utilization, (b) team teaching, (c) continuous progress, (d) independent study, (e) standards and expectations, and (f) expressed philosophy. Results were analyzed according to type, degree, and correlation between staff and student opinions. Though staff and student attitudes appeared equally highly positive toward some of the innovations considered, results revealed significant differences between staff and student opinions regarding certain aspects of innovation. Further, both staff and students expressed uncertainty toward and/or denial of proposed benefits of some innovative approaches. Innovative approaches to learning offer many benefits to both student and teacher; however, they contain many unique problems that must be identified and solved. (Author)

ED 102 110 SP 008 890

Mann, Philip H. Suter, Patricia A.

Visual Channel Problems.

Note—8p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Behavior, Eye Hand Coordination, Perceptual Motor Coordination, Teacher Education, Visualization, *Visually Handicapped, Visual Perception

This teacher training module classifies visual channel problems into the following four main areas: visual perception, revisualization (memory), visual-motor (eye-hand coordination), and ocular-motor tasks. Specific deficits are listed under these main headings, behaviors are given to help identify the problem, and ways to improve the condition are suggested. (PB)

ED 102 111 SP 008 891

Morine, Greta

Basic Teaching Skills: Identification of Preactive Skills.

Note—19p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Behavioral Objectives, Cognitive Development, *Decision Making Skills, *Educational Alternatives, *Teacher Behavior, *Teaching Skills, Teaching Styles

Identifiers—*Piaget (Jean)

This paper approaches the task of defining basic teaching skills by identifying essential preactive skills. Piaget's model of cognitive development was used to determine the general goal of teacher training in preactive skills, to identify the three basic kinds of preactive skills necessary for teachers to learn, and to suggest the

kinds of instructional processes to achieve the goal of changing the cognitive functioning of teachers so that they begin to move from the concrete operational level of development toward the formal operational level in their preactive teaching behavior. The three basic kinds of preactive skills identified were generating alternatives, selecting among alternatives, and altering existing circumstances. Specific behavioral objectives subsumed to each of these skills are presented. The instructional processes suggested to achieve these goals capitalize on the developmental processes of socialization and equilibration. The types of training materials to be developed to implement these processes provide background information on new instructional alternatives, simulated data on the given affecting instructional decision making, and peer interaction regarding contradictory instructional decisions. (PD)

ED 102 112 SP 008 892

Urbach, Floyd

Instructional Development: An Overview. (An Informal Paper).

Pub Date 70

Note—11p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Educational Development, *Evaluation, Feedback, Instructional Improvement, *Models, *Systems Development

This paper focuses on an approach to instructional development that consists of three basic stages interrelated by feedback. The first stage, system definition and management, is an exhaustive effort to define the problem, study the existing instructional context, and determine staff support and management controls. Stage two, design analysis and development, results in the development of precise specifications for the messages and the strategies thought to be most appropriate to the resolution of the learning problem and the construction of an instructional prototype. The third stage, prototype tryout and assessment, includes field testing the developed prototype with a representative sample of the target population. During the field test, evaluation data are compiled, which are the basis for the refinement or abandonment of the prototype. (A 5-item annotated bibliography and diagrams illustrating the approach conclude this paper.) (PD)

ED 102 113 SP 008 893

Graham, Delores P.

A Modular Approach; The Culturally Disadvantaged Youth.

Pub Date 71

Note—59p.

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—Curriculum Guides, *Disadvantaged Youth, Performance Based Teacher Education, *Teacher Education, Teacher Interns

GRADES OR AGES: Teacher interns. SUBJECT MATTER: Teaching culturally disadvantaged youth. ORGANIZATION AND PHYSICAL APPEARANCE: The seven course topics are listed, as well as an introduction, the course prerequisite, course requirements, and a list of basic textbooks. The guide includes eight instructional modules. OBJECTIVES AND ACTIVITIES: Operational and performance objectives are listed for each module. INSTRUCTIONAL MATERIALS: Lists of books, films, and tapes are included in each module. Writings by the author (reading requirements) are included in the appendix. STUDENT ASSESSMENT: No provision indicated. OPTIONS: Space is left for options, but none are listed. (PB)

ED 102 114 SP 008 894

Riessman, Frank

Tutoring the Disadvantaged Child.

Pub Date 17 Oct 64

Note—14p.; Presented at the Tutor Orientation Symposium (October 17, 1964)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Cultural Awareness, *Disadvantaged Youth, *Lower Class Students, Teacher Education, Teaching Techniques, *Tutoring

Although tutoring can be very helpful to disadvantaged students, as can preschool experiences, neither of them is fundamental. The fundamental job consists of a basic change in the character of

the school system itself from a middle-class situation to a more representative one, and intensive teacher training programs aimed toward building teacher respect for disadvantaged children and their families. Because the school system is failing these students, the tutor becomes very important. To help the student, the tutor must know something about the culture of the low-income person and the students' way of learning. Most of these students benefit tremendously if they can learn by seeing, touching, feeling, and doing. A teacher's style is also important, and these students seem to be most attracted to "informal authority." A tutor can greatly help the disadvantaged student by teaching him/her some of the "know-hows" of the school: how to take tests, how to listen, how to study. There are many types of teaching technology that may have special value for low-income students including the use of "hip" language in formal lessons. This can be done, for example, by presenting poems using the language or compiling dictionaries of "hip" words. Another aspect is the whole area of students helping each other. Our schools are certainly not perfect, and these disadvantaged students can contribute an enormous amount toward helping us change them. (PB)

ED 102 115 SP 008 895

Bechtel, William M.

Southwest Elementary Teacher Education Program.

Southwest Minnesota State Coll., Marshall.

Pub Date Aug 70

Note—18p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Performance Based Teacher Education, *Preservice Education, *Program Development, Student Teaching, *Teacher Education Curriculum

In 1970 Southwest Minnesota State College was new and was developing a model teacher education program. In an attempt to respond to the question, "What does a teacher need to be able to do?" the education division staff found that teacher education must be competency based, field centered, individualized, and systematically designed. In organizing the curriculum, the staff decided that the teacher needed competencies in: (a) specifying educational objectives which reflect issues relevant to education and to living in our modern-day democracy; (b) determining conditions of the learner in relation to the specified objectives; (c) selecting, preparing, and using appropriate materials, activities, and reinforcements for the learner; (d) organizing and managing the variety of learning environments which promote individualized instruction; and (e) evaluating students to determine if mastery of the educational objectives has been achieved. The teacher curriculum is organized into competency packages which, together with large- and small-group instruction, and field experiences, constitute the learning blocks in which the student enrolls. After completing the learning blocks (which include one afternoon a week as a teaching assistant in the public schools), the student may apply for student teaching. A student's graduation and certification are dependent on demonstrated teaching competencies. (PB)

ED 102 116 95 SP 008 896

Heffernan-Cabrera, Patricia And Others

Diagnosing and Prescribing, Assessing and Evaluating (Including Experience in Diagnosing). DAP 005.02 (USC).

University of Southern California, Los Angeles. Center for Research in Teacher Education.

Spons Agency—Office of Education (DHEW), Washington, D.C. Teacher Corps.

Note—9p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Cognitive Development, *Course Objectives, *Diagnostic Teaching, Educational Assessment, *Educational Diagnosis, Student Evaluation

This cognitive/performance module is designed to teach the use of diagnostic techniques beyond those techniques provided by traditional mass testing. Terminal objectives include: (a) identifying a learning goal, (b) identifying a child who cannot successfully accomplish the learning goal, (c) diagnosing the child's learning strengths and weaknesses and presenting these to a team of peers, and (d) trying instructional activities with

the child and providing feedback to peers who designed the activities. To accomplish these objectives, participants investigate the principles underlying assessment and evaluation, survey the instruments of assessment and evaluation currently used in the schools, investigate alternative ways of assessing and evaluating, and explore the language of assessment and evaluation. Learning activities include reading, film viewing, participating in seminars and experimental demonstrations, assessing, evaluating, and interviewing. A flow chart illustrating specific steps of the module is included. (PD)

ED 102 117 95 SP 008 897
Heffernan-Cabrera, Patricia And Others
Curriculum Building, Cognitive Development re. Competency Based Teacher Education. TTL-001.03 (USC).

University of Southern California, Los Angeles.
 Spons Agency—Office of Education (DHEW), Washington, D.C. Teacher Corps.
 Pub Date 12 Sep 71
 Note—42p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE
 Descriptors—Behavioral Objectives, *Curriculum Design, *Performance Based Education, *Performance Based Teacher Education, Writing Identifiers—*Learning Modules

This module allows for an initial experience from which an inductive analysis will reveal elements of a learning module. The participant will then enter the planning phase for the development of module designing. This module is completed when the participant designs his own learning module. The module itself includes the following: a preassessment, which presents diagnostic self-tests to help determine the participant's knowledge and capabilities; a description of enabling elements, which describes the steps for completing this module; and a postassessment, which evaluates the learning module that the participant has written. (PB)

ED 102 118 SP 008 899
Sacco, Valerie H.

Perceptions of Field Situations Reported by Participating Teachers and Teacher Candidates in the New Performance-Based Undergraduate Program for the Education of Teachers at Brooklyn College, Fall 1972.

City Univ. of New York, Brooklyn, N.Y., Brooklyn Coll.
 Pub Date 72
 Note—59p.

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE
 Descriptors—*Cooperating Teachers, *Evaluation, *Performance Based Teacher Education, Preservice Education, Questionnaires, *Teacher Interns, *Teaching Experience

The purpose of this study was to determine teacher candidates' and participating teachers' perceptions of selected categories of field experiences under the Performance-Based Undergraduate Program for the Education of Teachers at Brooklyn College during the fall 1972 semester. Teacher candidates who received questionnaires were selected by a random sampling of all classes at every level. The group of participating teachers receiving questionnaires included all those who worked with or had in their classrooms undergraduate teacher candidates during the fall 1972 semester. Perceptions of field experiences from teacher candidates were quite favorable overall—especially in effective communication with pupils and participating teacher-teacher candidate cooperation. However, it was evident that more opportunities to plan instruction and increased contact with guidance personnel and with parents were needed. Participating teachers received questionnaires in which they rated teacher candidates on 13 behaviors likely to occur in the school. Results were divided according to level, initial experiences, subsequent experiences, and student teaching. The results indicated the following. Overall, ability to maintain proper relations with the participating teacher was very highly perceived, but the reciprocal giving and taking of suggestions was not so highly perceived. Although the largest percentage of time was devoted to tutoring pupils, comparatively little time was involved in planning this tutoring work under supervision. (PB)

ED 102 119 95 SP 008 900
Bredo, Anneke E. Bredo, Eric R.

A Case Study of Educational Innovation in a Junior High School: Interaction of Environment and Structure. Research and Development Memorandum No. 132.

Stanford Univ., Calif. Stanford Center for Research and Development in Teaching.
 Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Feb 75
 Contract—NE-C-00-3-0062
 Note—27p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE
 Descriptors—Case Studies, *Differentiated Staffs, *Educational Alternatives, *Educational Innovation, *Environmental Influences, Junior High Schools, *Pressure

The interaction of environmental and structural factors is explored in this case study of innovation in a junior high school. It is argued here that when diffuse or ambiguous environmental pressure for substantial change are combined with a differentiated structure, the frequent result is that organization participants develop vague, symbolic agreements. These are particularly likely to develop when there is considerable time pressure. Such agreements tend to conceal potential goal conflicts and leave technical details unclear. Attempting to implement symbolic agreements then results in unforeseen technical difficulties and conflict, frequently leading to rejection of the innovation. The paper concludes with a discussion of some alternative approaches to innovation that may help readers avoid these difficulties. Information for the case study was gathered over a 3-month period by means of observation, extensive interviews, and questionnaires given to the faculty. (Author)

ED 102 120 95 SP 008 901
Feldman, Robert S. Allen, Vernon L.
Effect of Tutee Performance on Tutor's Verbal and Nonverbal Behavior. Technical Report No. 305.

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.
 Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Mar 74
 Contract—NE-C-00-3-0065

Note—20p.; Report from the Project on Conditions of School Learning and Instructional Strategies

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE
 Descriptors—Elementary Education, Elementary School Students, Grade 3, Grade 6, *Nonverbal Communication, *Peer Teaching, Task Performance, *Tutoring, *Verbal Communication

The verbal and nonverbal behavior of sixth-grade children tutoring third-grade children was analyzed. The behavior of a sixth grade tutor in a short tutoring session was videotaped. To control the performance of the tutee, a confederate was used who acted in a predetermined manner; the tutee's performance was made to appear either very successful or very poor. It was expected that the performance of the learner would be reflected in both verbal and nonverbal behavior. Results showed that when the student was doing well there was a greater proportion of positively-toned affective statements made by the tutor, and when the student was doing poorly there were more negatively-toned affective statements. Likewise, the nonverbal behavior of tutors tended to reflect the student's performance. The relationship between verbal and nonverbal behavior also was examined. (Author/PD)

ED 102 121 SP 008 902
Beckner, Weldon E. Medley, Gene W.

A Study of Systems for Program Change in Teacher Education.

Pub Date 74
 Note—19p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE
 Descriptors—Change Strategies, Educational Programs, *Interviews, *Performance Based Teacher Education, Problems, *Program Development, Program Evaluation, *Program Planning, *Questionnaires

This study presents some guidelines for program innovating systems based on the ex-

periences of those currently involved in program change. A search was conducted through recent publications to identify institutions currently involved with innovative programs in teacher preparation. A questionnaire was constructed to yield information concerning program implementation and then sent to the dean of the college of education or the program director of the 23 target institutions. Personal interviews were held with the leadership personnel of the University of Georgia, University of Toledo, Southern Consortium of Teacher Education Colleges, and the Texas Education Agency concerning the development and operation of their competency-based teacher education (CBTE) programs. Questionnaire responses from representatives of colleges and universities involved with CBTE assisted in providing information in four areas of planning and program development: personnel, program, evaluation, and major problems. The interviews yielded responses concerning organization structure, change strategy, and typical problems. A summary of the conclusions based on the seven areas of responses from the interviews and questionnaire conclude this paper. (PD)

ED 102 122 SP 008 903
Singer, Robert N., Ed. Weiss, Raymond A., Ed.
Completed Research in Health, Physical Education, and Recreation Including International Sources, Volume 16, 1974 Edition.
 American Alliance for Health, Physical Education, and Recreation, Washington, D.C.

Pub Date 74
 Note—183p.
 Available from—American Alliance for Health, Physical Education, and Recreation, 1201 16th Street, N.W., Washington, D.C. 20036 (Stock No. 248-25686; 1-9 copies, \$8.95 ea., discounts on larger quantities)

EDRS Price MF-\$0.76 HC Not Available from EDRS. PLUS POSTAGE
 Descriptors—*Abstracts, Bibliographies, Doctoral Theses, *Health, Masters Theses, *Physical Education, *Recreation, Research, *Research Reviews (Publications)

This three-part document is a compilation of research studies completed in health, physical education, recreation, and allied areas during 1973. Part 1 consists of an index, which cross references the listings in parts 2 and 3. Part 2 is a bibliography that lists published research and cites articles published in the 177 periodicals reviewed by the Committee for Completed Research. Part 3 presents abstracts of master's and doctor's theses from 74 institutions offering graduate programs in health, physical education, recreation, and allied areas. The entries are numbered in alphabetical order according to institution. A list of the periodicals reviewed and the reporting institutions concludes the document. (PB)

ED 102 123 SP 008 904
Gray, Marvin R.

What Research Tells the Coach about Tennis.
 American Alliance for Health, Physical Education, and Recreation, Washington, D.C. National Association for Sport and Physical Education; United States Lawn Tennis Association, New York, N.Y.

Pub Date 74
 Note—63p.
 Available from—American Alliance for Health, Physical Education, and Recreation, 1201 16th Street, N.W., Washington, D.C. 20036 (\$3.00)

EDRS Price MF-\$0.76 HC Not Available from EDRS. PLUS POSTAGE
 Descriptors—Administration, *Athletics, Organization, Physical Characteristics, Psychological Characteristics, *Research, *Research Needs, Social Characteristics
 Identifiers—*Tennis

Although tennis is becoming an increasingly popular game in the U.S., there exists little information on the advanced or competitive player. The purpose of this monograph is to give a non-technical presentation of the research findings relative to the competitive tennis player. It is hoped that some of this information will encourage further investigation by interested readers. The monograph contains chapters on sociological and psychological aspects, physical and physiological characteristics, the mechanics of stroke production, organization and administration for interschool competition, and the need for additional research. It includes appendices on the center of percussion and on the rules and

regulations to govern intercollegiate dual match competition. (PB)

ED 102 124 95 SP 008 905

The Implementation of IGE: 1973-1974. A Final Report to the National Institute of Education.

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning. Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Nov 74

Grant—NE-G-00-3-0221

Note—200p.

EDRS Price MF-\$0.76 HC-\$9.51 PLUS POSTAGE

Descriptors—*Individualized Instruction, Leadership Training, Models, Program Descriptions, Program Development, Statewide Planning

This report, in addition to being a final report for an NIE grant awarded to the Wisconsin Research and Development Center for Cognitive Learning, summarizes the strategies, efforts, and results of implementing Individually Guided Education (IGE) nationally since 1971. Chapter 2 of this report (Chapter 1 is an introduction.) briefly describes the rationale for the development of IGE, the major components of IGE, and important events in its development and early implementation efforts. Chapter 3 focuses on the model and basic strategies which guide the implementation of IGE. Chapter 4 describes the history of the center's relationship with states and the development of state IGE networks supported with funds from the above-mentioned grant. Chapter 5 presents a history of leadership development activities and an evaluation of the leadership workshops conducted under terms of the grant. The report includes tables, figures, and appendices. (PB)

ED 102 125 88 SP 008 906

Blackmar, Syd And Others

Every Child a Winner . . . A Practical Approach to Movement Education.

Irwin County Schools, Ocilla, Ga.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.; Georgia State Dept. of Education, Atlanta.

Pub Date 74

Note—90p.; For related document, see SP 008907

Available from—E.C.A.W.—Guide, Box 141, Ocilla, Georgia 31774 (\$6.00)

EDRS Price MF-\$0.76 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—Child Development, *Elementary Grades, *Physical Education, *Program Planning, Teaching Methods

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III, *Movement Education This document is divided into three parts. Part 1 introduces the Health and Optimum Physical Education project and explains that this project operates under the premise that movement education contributes to a child's total development. In part 2 four concepts are identified as the foundation for efficient and effective movement, and the way in which each can be integrated into a movement education program is explained. These four concepts are space awareness, body awareness, quality of movement, and relationships. In planning a program based on these concepts, teachers must assess student needs, establish broad goals to meet those needs, develop a long range planning schedule (so that one area is not overemphasized), and make daily lessons plans. (Sample lesson plans are given). Part 3 deals with teaching methods. Teachers are encouraged to examine all alternatives and choose the one(s) best suited to their goals. Examples in games, gymnastics, and dance are given to demonstrate what processes can be used to achieve objectives. The appendix includes health forms and lists of movement process categories, audiovisuals, and equipment. (PB)

ED 102 126 88 SP 008 907

Every Child a Winner with Improved Physical Education Equipment.

Irwin County Schools, Ocilla, Ga.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.; Georgia State Dept. of Education, Atlanta.

Pub Date 73

Note—57p.; For related documents, see SP 008 906 and 908

Available from—E.C.A.W.—Improvisation, Irwin County Middle School, Ocilla, Georgia 31774 (\$5.00)

EDRS Price MF-\$0.76 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—*Athletic Equipment, *Construction (Process), *Construction Costs, Elementary Education, *Physical Education, Physical Education Facilities, Physical Health

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III, *Project HOPE

This booklet describes physical education equipment constructed at the site of Project HOPE (Health and Optimum Physical Education) in the Irwin County School System, Ocilla, Georgia, to provide rural schools a model for elementary physical education and health services. The booklet is divided into three sections: "What To Do with No Money," "What To Do with Some Money," and "What To Do with Enough Money." Equipment described ranges from tire climbs and can stilt to parallel bars and a covered play area. The use, cost, and construction are described for most of the equipment. (PD)

ED 102 127 88 SP 008 908

Earls, Neal

Final Evaluation Report for Project HOPE.

Irwin County Schools, Ocilla, Ga.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Bureau No—BR-077-1-70-033

Pub Date 25 Sep 73

Note—69p.; For related documents, see SP 008 906 and 907

Available from—Mrs. Martha F. Owens, Director, Health and Optimum Physical Education, P. O. Box 141, Ocilla, Georgia 31774 (No price quoted)

EDRS Price MF-\$0.76 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—*Academic Achievement, Improvement, *Physical Education, *Physical Fitness, *Psychomotor Skills, *Self Concept

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III, *Project HOPE

This document is a final evaluation report on Project HOPE (Health and Optimum Physical Education)—a Title III project to advance creativity in education—which has been conducted in grades 1-8 in schools in Ocilla, Georgia. The purposes of this program were: (a) to improve children's physical fitness, motor skills, and knowledge and understanding of physical education and (b) to contribute to improvement in academic achievement and self-concept. Students were tested during the 1971-72 and 1972-73 school years. A random sample of 15 percent of the student population of each sex in each grade level was given the written test in 1971-72. The sample was increased to 30 percent in 1972-73. All students received the physical performance test, and a random sample of 30 percent by sex in each grade level was used in 1971-72; 50 percent was used in 1972-73. Students in the sample demonstrated sizable and statistically significant improvement in both the areas of physical fitness and motor skills, in both sexes, and throughout the 8 grades. They did not, however, significantly improve their scores in the areas of knowledge and understanding of physical education, academic achievement, and self-concept, although some gain was noted. (PB)

ED 102 128 88 SP 008 910

Barlow, Thomas A.

CB/PBTE—The Wrong Road.

Note—7p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Educational Philosophy, *Educational Problems, Humanism, *Performance Based Teacher Education, Scientific Methodology, Teaching Models

The present controversies concerning competency-based/performance-based teacher education (CB/PBTE) are not new. The scientific approach to teaching, in the form of Herbartian theory, was prevalent at the turn of the century. At the same time however, Dewey's ideas on teaching the whole child and teaching as an art were beginning to enter into educational thinking. Presently, the scientific orientation seems to be more popular, but there are several factors that will determine its fate—and perhaps portend its doom. CB/PBTE uses a single-track model. This

leaves little room for imagination and creativity on the part of the teacher. It utilizes a single philosophical approach and fits the student into a mold instead of allowing the student to use a model which he/she, has developed to fit his/her personality and which is congruent with his/her own philosophy. Although advocates of CB/PBTE claim they achieve objectivity in their programs, the subjective judgment of the program developer(s) plays a major role at every step in the program. Finally, CB/PBTE is a technical-mechanical process, and because teaching deals with human beings, it can only be a technical-mechanical process to a very small extent. Teacher education must be as flexible and diverse as the pluralistic society it seeks to serve. (PB)

ED 102 129 SP 008 911

Villeme, Melvin G.

Promoting Systematic Instruction through In-Service Education.

Note—7p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Curriculum Development, *Educational Accountability, Educational Programs, *Inservice Teacher Education

There is nationwide pressure by the taxpaying public to have teachers be accountable for what they are trying to teach. Massive inservice education programs may become necessary for school districts to equip teachers to cope with this change. Staff development in many school districts often consists of a lecture or speech by some "expert" on instructional problems. A better path is the use of systematic instructional techniques and methods on instructional problems. Since universities usually do not have well-planned programs that have been developed with the training of inservice teachers in mind, it would be advantageous for school districts to use programs that have been developed and validated through funding from the U.S. Office of Education. There is an excellent program available in many areas of the country that was developed by the National Media Institutes Consortium under a contract with the U.S. Office of Education. The program is a five-day intensive training institute that makes use of simulation, games, media, discussions, and programmed materials to train teachers in the use of a systematic approach to curriculum development. (JA)

ED 102 130 SP 008 912

Moffet, J. Bryan

Teacher Education in Transition: An Experimental Program That Works.

Note—16p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Elementary Schools, Experimental Programs, Field Experience Programs, *Performance Based Teacher Education, Performance Criteria, *Preservice Education

This document describes one of the new, experimental pre-student teaching programs developed by the Division of Teacher Education at California State University. These experimental programs were initiated in the wake of the drastic changes the current teacher supply and demand situation is forcing on teacher education. Included in this document are a brief introduction and two handouts which are used to explain this particular program to new students and their public school cooperating teachers. "Specimen 1" describes the program in general, including the expected times and places of students' and cooperating teachers' involvement, the faculty teaching the coursework, the hoped-for outcomes, the goals of the program, and some assignments to be completed. "Specimen 2" is a performance competencies checklist. (JA)

ED 102 131 SP 008 913

Abell, Russ, Ed. And Others

Handbook for Teachers and Teacher Aides. Procedures and Suggestions for Students and Teachers Cooperating in Education 165 and 166.

Drake Univ., Des Moines, Iowa. Coll. of Education.

Note—23p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Cooperating Teachers, Course Evaluation, Evaluation, *Guides, *Preservice Education, Responsibility, *Teacher Aides

This guide is designed both to explain the Drake University Teacher Aide Program to teachers cooperating with the program, and to provide the aide with practical and effective ways of providing service to the cooperating teacher. Two college courses make up this program: one for elementary education majors, and one for secondary education majors. Although there is considerable difference between the two courses, they both have a teacher aide experience, a community component, and a psychology component. The guide contains descriptions of the program in general and each course in particular, a list of procedures and responsibilities for those involved in the program, suggestions for utilizing teacher aides, and procedures for (a) evaluation of the aide as a potential teacher, and (b) evaluation of the program by the teacher aide. (A sample of the instrument used in the evaluation process is included in the Appendix.) (PB)

ED 102 132 SP 008 914

Holsinger, Donald B. Theisen, Gary L.
Education, Individual Modernity and National Development: A Critical Appraisal.
Pub Date Feb 75

Note—33p; Paper presented at the Comparative and International Education Society Meeting held in conjunction with the Annual Meeting of the American Association of Colleges for Teacher Education (Chicago, Illinois, February 26-March 1, 1975)

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—*Academic Education, Age, Attitudes, *Cross Cultural Studies, *Individual Characteristics, Personality, *Personality Development, *Psychological Characteristics, Sex (Characteristics), Socioeconomic Status, Values

Identifiers—*Psychological Modernity

Psychological modernity implies the existence of a set of individual personality characteristics that exist across cultures and form empirically identifiable clusters of specified attitudes, values, and behaviors which define humanity. Formal, explicit school programs, as well as learning experiences provided by peculiar social organization features of schools, are of demonstrable relevance to the study of psychological modernity. At least 10 modernity studies have now empirically established the formal education process as the most important variable effecting modern orientation in individuals. Two findings are particularly striking: (a) consistency of correlations among age, sex, socioeconomic status (SES), and other background items; and (b) remarkable consistency of the findings within countries where studies have overlapped. In all the studies, it was found that the longer individuals are exposed to school, the higher their modernity scores. The data show mixed findings concerning the influence of schooling on personality modernization when controlled for sex, SES, and measured academic performance. The implications of modernity findings for the role of schooling in the development process are dependent on the unexplored nexus between modern attitudes and values and their behavioral manifestations. (Author)

ED 102 133 95 SP 008 915

Gromfin, Annette
Role of the Team Leader (Correctional Education Program).

University of Southern California, Los Angeles. Center for Research in Teacher Education.

Spons Agency—Office of Education (DHEW), Washington, D.C. Teacher Corps.
Pub Date [74]

Note—13p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Administrator Role, Alternative Schools, Educational Programs, *Learning Laboratories, Objectives, *Open Education, *Teacher Interns, Teacher Role, *Team Leader (Teaching)

Identifiers—*Portal Learning Centers

The role of team leaders in leadership and management of instruction for children in portal learning centers is discussed. These centers are designed to meet needs and interests of highly mobile, nonconfronting youths unable to accept traditional classroom routine. The current project is working with the development of open environments for learning through learning centers that

allow students to begin at their own level, create from their own experiences, learn at their own pace, and allow for immediate success patterns. Program objectives are stated and criteria and characteristics for assessment of the portal learning centers are discussed. Characteristics are listed that define the role of team leaders in relation to interns and other adults. The team leader's role is also discussed in terms of performance and in terms of a plan for institutional change, which includes career opportunities and an instructional program. (PD)

ED 102 134 SP 008 916

Young, D. Parker

Legal Problems of Today's Teacher Educators.

Pub Date Feb 75

Note—19p; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (Chicago, Illinois, February 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Academic Freedom, *College Students, Due Process, *Legal Responsibility, Student Rights

There have been many recent developments concerning academic freedom and responsibility. The latter is especially important because, with the rediscovery of the 1871 Civil Rights Act, individuals and institutions can be sued for money. As regards teacher preparation programs in particular, there are four critical times for decisions which could result in court action against those who make the decision: (a) when the candidate applies for admission to the teacher education program, (b) when the student applies for his student teaching assignment, (c) when a decision is made about whether or not the student will be allowed to continue in the program, and (d) when a decision is made regarding a recommendation for a teacher's certificate. The latter has become especially important when involving moral conduct. Another important development has been the so-called Buckley Amendment which applies to any institution receiving federal support in any form and which outlines the rights of all college students. (PB)

ED 102 135 SP 008 917

Aquino, John

Social Studies for the Intermediate Grades: An Annotated Bibliography.

ERIC Clearinghouse on Teacher Education, Washington, D.C.

Spons Agency—National Education Association, Washington, D.C.

Pub Date 75

Note—27p.

Available from—National Education Association, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 (Stock No. 1348-4-00, no price quoted)

EDRS Price MF-\$0.76 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—Cross Cultural Studies, Curriculum, Elementary Education, *Intermediate Grades, *Social Studies, Teaching Methods, Values

This bibliography is introduced by a short essay on social studies, concentrating on reforms since 1960 and speculating about future trends. The bibliography itself deals with current topics in social studies for intermediate grades and is divided into the following three sections: curriculum, teaching methods, and global/interpersonal learning. The curriculum section includes career education, environmental studies, interdisciplinary studies, racially/ethnic studies, and women's studies. Teaching methods involves the inquiry method, media, simulation/games, and textbooks. Global/interpersonal learning deals with values clarification. The bibliography was developed from a computer search of the ERIC data base by the ERIC Clearinghouse on Teacher Education, and a note on this Clearinghouse is included. (PB)

ED 102 136 SP 008 918

Music in Elementary Education. Bulletin No. 743.
Texas Education Agency, Austin. Div. of Curriculum Development.

Pub Date 74

Note—78p.

Available from—Fine Arts Section, Division of Curriculum Development, Texas Education Agency, 201 East Eleventh Street, Austin, Texas 78701 (\$1.50; Appendix purchased separately \$1.00)

EDRS Price MF-\$0.76 HC-\$4.43 PLUS POSTAGE

Descriptors—*Elementary Grades, Equipment, *Music Activities, *Music Education, Program Content, Student Evaluation, Testing

This guide presents a general music program for elementary grades. The program divides the grades into four levels: early childhood through grade 1, grades 2-3, grades 4-5, and grade 6. At each level the program is outlined in terms of rhythm, melody, harmony, form, tempo, dynamics, and tone color. In addition, there is a section on instrumental programs which is strongly recommended as an enrichment of the general music program, a section on evaluation which explains and gives examples of both teacher-prepared and standardized music tests, and a section on equipping the music room which lists instruments, records, textbooks, and other equipment necessary for this type of program. There are short paragraphs dealing with music in kindergarten, multi cultural education, and special education. The document includes a glossary of musical terms and an appendix with a list of resource materials and a directory. (PB)

ED 102 137 SP 008 919

Indiana University Alternative School Teacher Education Program.

Indiana Univ., Bloomington. School of Education. Pub Date 74

Note—48p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—*Alternative Schools, Preservice Education, Public School Systems, *Teacher Interns

Identifiers—*Distinguished Achievement Awards Entry

As public school districts have begun to develop optional alternative schools, a common concern has been where to find trained teachers to staff the schools. For the past four years Indiana University has worked closely with several of these school districts in developing a field-based teacher education program to prepare new teachers for these schools. The student will spend two summers on graduate course work, with the time in between spent as an intern in an alternative public school. By the time the program is completed, teachers will have demonstrated their ability to do the following: (a) conceptualize the kind of teachers they want to become and develop and complete a program of self-development designed to move them toward that, (b) develop a comprehensive rationale for alternative education and be able to describe and critique the types of alternatives in operation today, (c) obtain a field internship, (d) complete an internship in an alternative public school, (e) create and implement a new educational component for the public school district in which they are interning, (f) participate in the professional development of future interns, and (g) obtain a position in public education. The program also has a number of important objectives related to creating and maintaining new alternative schools and programs. (A list of cooperating public schools, an illustration of a field-based center, a program description, and an external program evaluation are included.) (PB)

ED 102 138 SP 008 922

London, Robert

Humanistic Teaching: A Process for Training Teachers.

Pub Date 28 Feb 75

Note—9p; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (Chicago, Illinois, February 28, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Humanistic Education, Student Teacher Relationship, *Teacher Education, Teaching Methods

This paper outlines an approach to training teachers in a repertoire of behaviors thought essential to humanistic teaching. Exercises necessary to give students a reasonable mastery of desired teaching behaviors are provided. The outline contains the following tasks: community-building exercises; definitions of nonjudgmental, acceptant, judgemental-positive and judgemental-negative responses and practice in generating these responses in different situations; explanations of the seven types of values clarifying

responses identified by Raths, Simon, and Harmin in "Values and Teaching," and practice with these responses; models for complete teacher-student interactions; and roleplaying in teacher-student interactions; and practice in processing an exercise, i.e., helping students "make sense" out of an exercise. This last exercise probably involves the most difficult task to master. A guideline to processing skills is included. (PB)

ED 102 139 SP 008 923
Stern, Virginia

The School Environment Inventory.
Bank Street Coll. of Education, New York, N.Y.
Pub Date May 74
Note—27p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS
POSTAGE

Descriptors—"Classroom Environment, Curriculum," "Instrumentation, Interaction, Physical Environment, Primary Education," "Student Teacher Relationship," "Teaching Styles
Identifiers—"School Environment Inventory, SEI
The School Environment Inventory (SEI), an instrument for characterizing classroom environments, consists of 23 scales subsumed under five major headings: (a) curriculum, (b) predominant mode of teaching, (c) degree and mode of organization of teaching, (d) quality of teacher's relationship with children, and (e) characteristics of the physical environment. The inventory was designed to distinguish between primary grade classrooms in which the teacher's ideology and teaching methods varied from traditional to open and progressive, in order to meet the needs of the Differentiated Child Behavior Observation System. Because the SEI makes explicit some crucial teaching dimensions, it is expected to be useful as an independent instrument, not only for characterizing classroom environment in research studies, but also for training and supervising teachers and paraprofessionals. (Author)

ED 102 140 SP 008 924
Green, Lawrence W., Ed. And Others

Symposium on Dental Health Behavior.
Society for Public Health Education, San Francisco, Calif.
Pub Date 74

Note—56p.; Symposium presented at the General Session of the International Association for Dental Research (52nd, Atlanta, Georgia, March 21, 1974)

Available from—Charles B. Slack, Inc., Thorofore, New Jersey 08086 (1-24 copies, \$3.00 ea., 25 or more, \$2.50 ea.)
Journal Cit—Health Education Monographs; v2 n3 p197-245 Fall 1974

EDRS Price MF-\$0.76 HC Not Available from
EDRS. PLUS POSTAGE

Descriptors—"Behavioral Sciences," "Dental Health, Dentists, Knowledge Level, Literature Reviews, Mass Media," "Preventive Medicine, Research Needs, School Health Services

This document presents papers, critiques, and comments from a symposium which assessed the current status of preventive dental behavior. The field was divided into the following three major areas: (a) mass media programs, (b) school health programs, and (c) effect of the private practitioner. Each author was asked to review the literature, provide an assessment of the current state of knowledge, and suggest future research needs in his or her area. Members of the reactor panel were asked to respond from the vantage point of the application of behavioral science technology to preventive programs. One of the most striking outcomes of the program was acknowledgement of the communication gap between behavioral scientists and practicing dentists. Some dentists felt that behavioral scientists were withholding immediately applicable techniques, while others felt there was little to be obtained from such techniques. Many behavioral scientists felt that dentists did not appreciate or support their concern and efforts in this field. (Editor/PB)

ED 102 141 SP 008 925
The First-Year Teacher Pilot Program; An Interim Report.

Alabama State Dept. of Education, Montgomery; Alabama Univ., Birmingham.
Pub Date Jul 74
Note—99p.

EDRS Price MF-\$0.76 HC-\$4.43 PLUS
POSTAGE

Descriptors—"Beginning Teachers," "Cooperating Teachers," "Inservice Teaching, Student Attitudes, Teacher Attitudes, Teacher Centers, Teaching Skills

The major objective of this program was to maximize probability of success of beginning teachers in Alabama and, thereby, to improve the teaching-learning process for students. In this program, cooperating teachers worked with beginning teachers on a one-to-one basis in the schools. Evaluation of the program's effectiveness was a continuous process. Evaluation of process was conducted by means of cyclical interviews; product evaluation consisted of teacher attitude and achievement, measured by observation, tests, and/or questionnaires. Tentative conclusions derived from this study will form the basis for program revision. A significantly more direct relationship was found to exist between student attitude and teacher competency, and between student attitude and teacher attitude in the experimental group (those beginning teachers working with cooperating teachers) than in the control group. Principals in systems using cooperating teachers rated their first-year teachers significantly higher than did those in systems not using cooperating teachers. Control teachers (those without cooperating teachers) tended to be more authoritarian and to view education as a rigid coverage of subject matter. These tentative conclusions will be examined more thoroughly in the following school year. (Appendixes include descriptions of instruments and sample items, analysis of variance and covariance, and correlations.) (PB)

ED 102 142 SP 008 926
Green, Lawrence W., Ed. And Others

Current Literature Related to Health Education.
Society for Public Health Education, San Francisco, Calif.

Pub Date 74
Note—41p.

Available from—Charles B. Slack, Inc., Thorofore, New Jersey 08086 (1-24 copies, \$3.00 ea., 25 or more, \$2.50 ea.)
Journal Cit—Health Education Monographs; v2 n3 p286-319 Fall 1974

EDRS Price MF-\$0.76 HC Not Available from
EDRS. PLUS POSTAGE

Descriptors—"Behavior Change," "Behavior Problems," "Health," "Methods," "Special Health Problems

Documents in this bibliography are grouped into fifteen categories under four broad headings. The first heading, health problems, contains documents which cover several aspects of a given type or class of health problems. The categories listed under this heading are: chronic disorders; acute episodes; mental and personality disorders; pregnancy, childbearing and the puerperium; and environmental health. Preventive health practices, illness behavior and utilization, and compliance with therapeutic regimens are the categories which are included in the second heading, behavioral problems. This heading contains documents which either focus on a specific behavioral aspect of the health problem, or in which the type of behavior influences more than one type of health problem. Documents dealing with a specific factor influencing the behavioral problem, or a type of factor influencing more than one behavioral or health problem, are listed under the third heading, factors influencing behavior. This heading includes predisposing factors, enabling factors, and reinforcing factors. The fourth heading is educational and developmental methods and strategies, and is used for documents which focus on planning, description or evaluation of specific methods, media, materials, techniques, organizational designs, etc. The categories listed under this heading are: communications theory and practice, community organization, staff development and administration, and research and evaluation methods. (PB)

ED 102 143 SP 008 927
Basler, Marilyn L. And Others

Prediction of Gymnastic Performance from Arousal and Anxiety Measures.

Pub Date Mar 74
Note—13p.; Revised version of a research paper presented at the National Convention of the American Alliance for Health, Physical Education, and Recreation (Anaheim, California, March 1974)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS
POSTAGE

Descriptors—"Anxiety," "Arousal Patterns, Higher Education, Multiple Regression Analysis," "Performance," "Predictive Measurement, Womens Athletics

Identifiers—"Gymnastics

This study predicts gymnastic performance, arousal, and anxiety measures from past performances. Pulse rate and the Palmar Sweat Index were utilized as indicators of arousal. Anxiety was assessed by means of the State-Trait Anxiety Inventory. Eighteen members of the Ithaca College women's varsity gymnastic team were tested throughout the 1973-74 competitive season. Regression analysis revealed that past performance loaded most heavily in the prediction equation. Arousal and anxiety measures were of relative unimportance in the regression equation. Any attempt to predict gymnastic performance without taking into account past performance would be folly. (Author)

ED 102 144 SP 008 928
Lach, Henry A.

A Study of Health Policies in Public School Administration.

Pub Date 74

Note—11p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS
POSTAGE

Descriptors—"Communicable Diseases, Environment, First Aid, Handicapped Students," "Health Education," "Health Programs, Lunch Programs," "School Health Services," "School Policy, Writing

This study was undertaken to identify, classify, and interpret extant written school health policies. Furthermore, it was planned to ascertain whether schools were using standardized forms or systematic procedures to formulate school health policies. Administrators in school districts representing every geographical area of the U.S. were asked to send any written material available in any area of school health. The greatest number of separate statements concerning health policies and procedures were identified under the following categories: health services, administrative responsibilities, first aid and emergency care, health of school personnel, environmental health, and communicable disease prevention and control. A considerably smaller number of policies were identified and classified under the areas of provisions for handicapped pupils; safety and accident prevention; qualifications, requirements and selection of health teachers; transportation policies; school lunch programs; and health instruction. The lack of definite policies and procedures in health instruction was considered particularly appalling. Health and a written statement of school health policies are of paramount importance to students, parents, teachers, and the community. (PB)

ED 102 145 SP 008 929
Lichty, Richard

Approaches to an Interdisciplinary Course in the Social Sciences for Secondary School Teachers.

Pub Date [72]

Note—21p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS
POSTAGE

Descriptors—"Course Organization, Educational Games," "Interdisciplinary Approach," "Secondary School Teachers," "Social Sciences, Teacher Education, Team Teaching

Many problems are involved in interdisciplinary teaching. Below are some proposals for an interdisciplinary course in the social sciences for secondary school teachers. This type of teaching can be done with either one instructor or a team. If one instructor is used, care must be taken not to build the course solely around that person, so that if s/he leaves, the course disappears. The instructor must have a strong interest in developing interdisciplinary courses, and be willing to spend a substantial amount of time reading material from other fields. There are at least two ways to deal with subject matter: (a) use specific problem areas as case studies, where emphasis is on methods used to arrive at answers, and (b) include games with a strong interdisciplinary flavor. If a team of instructors is used, new problems arise. The team must be closely coordinated and each member must have a fundamental appreciation of the other disciplines. One way of organizing the team is in a panel which meets with every class. Another way is for instructors to teach individually, but to work together on a selected topic for a given period of time. If commitment is

made, any of these proposals is workable. It is felt, however, that one is more likely to find a single individual strongly committed to the interdisciplinary movement. Although flexibility is lost, commitment may be more important. (PB)

ED 102 146 SP 008 930

Teacher Centers in Florida; A Functional Interdependence in Teacher Education.

Pub Date 75

Note—13p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Educational Responsibility, Institutional Role, *Interagency Coordination, School Districts, Schools of Education, *Teacher Centers, *Teacher Education

Identifiers—*Florida

There have been many attempts recently to define the term "teacher education center." Perhaps the most popular definition embodies the following three assumptions: (a) that centers contribute to the improvement of schools as demanded by society; (b) that centers specifically increase the competence of individual teachers according to preestablished criteria; and (c) that centers meet the expressed needs of teachers and provide the environment which facilitates their improvement on their own terms. Teacher education centers in Florida involve teachers, school districts, and teacher education institutions. There are several functions involved in teacher education, and many different agencies have assumed major responsibility for carrying them out. An acute lack of coordinated, shared decision-making, however, inhibits the accomplishment of each function, as well as the process as a whole. These functions and processes are interdependent and require collaboration. This collaboration is not an attempt to make joint decisions concerning the governance of a school of education or the operation of a local school board. Each agency retains its internal autonomy but recognizes the external interrelation among involved agencies. (PB)

ED 102 147 SP 008 931

Mary Lawrence, Sister

Gearing Up for Curriculum Change; A Chance for Every Child: Assessing Needs through Specific Goals.

Pub Date 27 Feb 75

Note—13p.; Presented at the Annual Meeting of the American Association of Colleges for Teacher Education (Chicago, Illinois, February 27, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Curriculum Development, Curriculum Guides, Individualized Instruction, Inservice Education, Models, Parochial Schools, *Performance Based Teacher Education, Public School Systems

The diversity of geographic location and type of student in the Toledo diocesan school system have made it increasingly important for instruction to become individualized. Upon investigation of the system's needs and possibilities for change, a competency-based curriculum model was selected because it offered a structured, systematic, planning, implementation, and revision model. The schools attempted to utilize a number of generalizations potentially applicable to the educational change process in the implementation of their competency-based instructional systems. Curriculum guides developed by the schools were major tools in implementing the philosophy of competency-based education. Curriculum guidelines have been field tested, revised, and disseminated, and inservice is taking place. The University of Toledo College of Education Competency-based Teacher Education Program has been instrumental in developing educational change in all sectors. Both public and private schools, however, have also contributed in a continuous effort to effect change in the Toledo school system. (PB)

ED 102 148 95 SP 008 932

Pittsburgh Middle School Teacher Corps Project. Pittsburgh Board of Public Education, Pa.; Pittsburgh Univ., Pa. School of Education.

Spons Agency—Office of Education (DHEW), Washington, D.C. Teacher Corps.

Pub Date 20 Nov 74

Note—7p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Field Experience Programs, *Graduate Study, Individualized Instruction, *Middle Schools, *Performance Based Teacher Education, Urban Schools

Identifiers—*Distinguished Achievement Awards Entry

The Pittsburgh Middle School Teacher Corps Project (PMSTCP) is a competency-based, field oriented master's program developed and implemented jointly by the Pittsburgh Board of Education and the University of Pittsburgh. The PMSTCP has developed a model which focuses on competencies needed to train teachers to work with urban middle school students using a diagnostic/prescriptive approach to individualized instruction. The program encompasses both the use of modules as instructional vehicles and the design of a comprehensive delivery system which delineates program structure and provides for flexibility within the structure as needed. The delivery system includes the field based, community oriented setting, on-site instruction, a clinical/resource supervisory support system, and a mechanism for continual evaluation. Efforts are being directed to examine closely the relationships between learning theory and classroom practice, between societal sensitivity and individual values, and between the roles of the teacher in the teaching/learning setting and the learning behaviors of students. Formative evaluation of the program is being conducted on a continual basis. The most important question is, What type of teacher training program will make the most difference for learners? (Author/PB)

ED 102 149 SP 008 934

The Austin Teacher Program; A Cooperative Adventure.

Austin Coll., Sherman, Tex.

Pub Date 74

Note—29p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—*College Faculty, Cooperative Programs, *Exchange Programs, Inservice Programs, Inservice Teacher Education, *Public School Teachers

Identifiers—*Distinguished Achievement Awards Entry

The objectives of this program were: (a) to allow classroom teachers to spend some time in a position in the Austin College Education Department, and (b) to involve teacher education faculty in public schools. Although generalizations concerning this program's contributions to the improvement of teacher education are difficult to assess, some projected contributions may be mentioned. First of all, the program puts faculty back in contact with the real world of public education. Second, the presence of a classroom teacher in a department of education provides students and faculty with the opportunity to interact with someone recently involved in an actual classroom or administrative position. Third, interaction on common problems will hopefully achieve a new level of communication among all involved. Finally, those involved have the opportunity to act as change agents by bringing new skills and perspectives on education to their regular positions. (The appendixes include an orientation for the program, a chart on how the Texoma Cooperative Teacher Center is organized, the Center's objectives, and a plan for internship.) (PB)

ED 102 150 SP 008 935

A Humanistic, Competency-Based Curriculum for Preservice Elementary Teachers.

College of St. Teresa, Winona, Minn.

Pub Date 75

Note—10p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Changing Attitudes, *Elementary School Teachers, *Performance Based Teacher Education, *Preservice Education, *Process Education, *Science Education, Skill Development

Identifiers—*Distinguished Achievement Awards Entry

The purpose of this program has been to develop a competency-based curriculum that will form in prospective elementary teachers the methodology of science teaching reflected in the newer generations of elementary science curricula. The program involves around the basic premise that the student should concentrate not so much on content as on processes and methods

of discovery and investigation. It consists of a series of modules, the majority of which involve "hands-on science" and dealing with the real world, whether in the laboratory or out-of-doors. In evaluating the program, a variety of qualities is measured in order to ascertain whether or not the goal is being reached. The two basic qualities are changes in attitude and development of process skills. Significant progress in both these areas is evident. (PB)

ED 102 151 SP 008 936

Teaching as a Psychological Process.

Michigan Univ., Ann Arbor. School of Education.

Pub Date 20 Nov 74

Note—132p.

EDRS Price MF-\$0.76 HC-\$6.97 PLUS POSTAGE

Descriptors—*Field Experience Programs, *Interpersonal Competence, Professional Education, Program Design, Program Development, *Psychoeducational Processes, *Teaching Skills, *Teaching Styles

Identifiers—*Distinguished Achievement Awards Entry

"Teaching as a Psychological Process" is a field-based psychoeducational teacher education program that is organized around a three-factor model of teaching behavior based on personal style interaction, interpersonal relationship skills, and teaching competencies. These three dimensions of teaching are approached through extensive practice integrated with individualized needs analysis, goal-setting, personal counseling, evaluation, and supervision. Small groups of students are immersed in a public school for two consecutive terms of course work and classroom teaching. The trainee's professional academic courses are taught in the host school by a multidisciplinary team of educators. Students define their own needs and goals and monitor the emergence of their unique teaching idiom. A competency-based rating scale identifies individual needs in assessment and evaluation of technical skills. Counseling, group processes, and administration of psychological and attitudinal scales focus on the development of personal and interpersonal skills. The effectiveness of program design and implementation is assessed on the basis of student questionnaires, teacher interviews, and student's competency achievement data. (The document contains a description of the program and appendixes with explanatory and supplementary material.) (PD)

ED 102 152 SP 008 937

Bilingual-Bicultural Teacher Education Program.

Saint Edward's Univ., Austin, Tex.

Pub Date 74

Note—44p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Behavioral Sciences, *Biculturalism, *Bilingual Education, Bilingual Teachers, Cross Cultural Studies, Elementary Education, *Interdisciplinary Approach, Linguistics, *Mexican Americans, *Performance Based Teacher Education, Professional Education, Social Sciences

Identifiers—*Distinguished Achievement Awards Entry

The Bilingual-Bicultural Teacher Education program at St. Edward's University in Austin, Texas was developed in response to the needs of the Spanish-speaking children in Texas schools. The ultimate goal of the program is the amelioration of the educational achievement of Mexican-American children in elementary schools by preparing teachers who will be able to effect change through their ability to: (a) assess needs, and (b) develop teaching strategies that will enable Mexican-American children to realize their fullest potential. The program is competency-based and comprised of four major components: Spanish language, linguistics, behavioral and social sciences, and professional education. Program graduates complete an interdisciplinary major in cross-cultural studies and receive a B.S. degree in elementary education and elementary provisional certification in Texas, with endorsement to teach in bilingual elementary schools. (The document includes a program summary and appendixes with supplementary material.) (Author/PD)

ED 102 153

SP 008 938

Mohr, Paul B., Sr.

A Cross-Cultural Program for Attitude Modification of White Students on a Predominantly Black University Campus; A Research Monograph.

Florida A and M Univ., Tallahassee. School of Education.

Spons Agency—Carnegie Corp. of New York, N.Y.

Pub Date 75

Note—40p.; Prepared for the 1975 Distinguished Achievement Awards Program

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—*Caucasian Students, Changing Attitudes, *Intercultural Programs, Negro Culture, *Negro Students, *Racial Attitudes

Identifiers—*Distinguished Achievement Awards Entry

This study sought to assess the effectiveness of the Carnegie Cross-Cultural Experience Program. The program brought white students from the University of Florida to study at the predominantly black Florida A & M University. The program came about because it was felt that as an increasing number of black people enter professional fields or are served by professional people, white professionals have become aware of the need to "sensitize" themselves to modern black culture. Pre- and post-program questionnaires were administered. A follow-up test administered three months after the close of the program included the following: (a) FAMU Campus Opinionnaire, (b) process analysis, and (c) student evaluation. (These are all included in the Appendix.) The tests indicated that the program was highly effective in preparing white students for understanding and working sensitively and responsibly with blacks. (PB)

ED 102 154

SP 008 940

Van Orman, Jan R.

Education and Development; Avoiding the Pitfalls: Scene from the Bottom.

Pub Date 26 Feb 75

Note—14p.; A discussion piece for the conference on Education and Development: Reappraised, Comparative and International Education Society (Chicago, Illinois, February 26, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Educational Alternatives, *Educational Development, *Educational Innovation, Educational Objectives, Educational Planning, Educational Problems

The achievement of development goals in education (as well as other fields) has not been particularly successful. Among the basic premises which implicitly define education and the association between education and development, the following three stand out as being particularly misleading: (a) the view of education as a system, (b) the belief that the burgeoning demand for jobs and privileges for which education is prerequisite can be met only by offering more education, and (c) the belief that educational planning and administration can provide solutions to problems of educational inequity, inefficiency, and irrelevance. These premises have been promoted by the popularity of educational planning, which has not provided satisfactory solutions to the ever-widening development dilemma. Because of this, educators are turning to the study of educational innovation—to a functional rather than structural view of education. Some of the most expressive, yet least understood innovations are those occurring at the grass-roots level. These innovations usually promote goals outside the dominant system and seek a different form of education and society. The way in which development and education are viewed in grass-roots social change in Brazil is of particular interest. To the peasant or slum dweller, development is a concrete notion, not an abstract model. The term "education" in Brazil places the ultimate value upon human dignity, suggesting that development must be defined as an interaction between individuals and society. (PB)

ED 102 155

SP 008 941

Zuelow, Margo J.

Methods and Materials for Bilingual Education. Student Guide for Education 193.

Kuskokwim Community Coll., Bethel, Alaska.

Note—16p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Bilingual Education, Curriculum Planning, Home Visits, *Preservice Education, *Teaching Methods, Team Teaching

This document outlines the objectives of a course in bilingual education. It first deals with curriculum planning, scheduling, and classroom management. It discusses teaching methods, and suggests home visits as a potentially valuable method. General considerations for a bilingual program are then examined. The document sets forth the objective of a bilingual program as: to give all children the opportunity to become fully articulate, literate, and broadly educated in two languages and sensitive to two cultures. Five main areas are considered which are deemed necessary to attain this objective. They are: (a) content or subject matter, (b) time, (c) methods and materials, (d) teachers, and (e) evaluation. Lastly, the question of one teacher or two for a bilingual class is considered. In this document, the concept of two teachers is preferred for the following reasons: (a) it gives greater assurance that the children will learn an authentic native accent in both languages and will acquire more authentic understanding of both cultures; (b) it holds the promise of a more interesting and varied program of learning activities; and (c) it is in its very format an example of cross-cultural education. (PB)

ED 102 156

95

SP 008 942

Director's Manual for Implementing Project on Team Teaching; A Modular Workshop on Team Teaching Competencies.

North Dakota Univ., Grand Forks.

Spons Agency—Office of Education (DHEW), Washington, D.C. Teacher Corps.

Pub Date Feb 72

Note—34p.; First draft

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Management Systems, Performance Criteria, Program Design, Program Planning, *Supervisory Training, *Team Teaching, *Workshops

This manual is designed to facilitate efficient director preparation for the Project on Team Teaching Modular Workshop. Although the director has many set responsibilities throughout the workshop, there are also many options left open in workshop design. Responsibilities are listed and options explained after an introduction. Certain workshop preparatory tasks must be completed by the director in a letter sent to participants with the module playbooks. Each task is specified in this handbook. The University of North Dakota will provide the module playbooks and audio-visuals. A list of films for the workshop and consideration-decision sheets for participants are included in the appendices. (PB)

ED 102 157

95

SP 008 943

Gromfin, Annette M. And Others

Curriculum Development: Strategies for Change CD 001. (USC-U). Delinquency: Causation, Learning and Curriculum CD 001.01 (USC-U).

University of Southern California, Los Angeles. School of Education.

Spons Agency—Office of Education (DHEW), Washington, D.C. Teacher Corps.

Pub Date Nov 71

Note—32p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—*Curriculum Development, Delinquency Causes, *Delinquents, Learning Theories, Performance Based Teacher Education, Preservice Education, Youth

This module is the first in a curriculum development component. It is designed to enable prospective teachers to develop curricula for delinquency prone youth. The prospective teacher is presented with an overview of learning theory after an exploration of delinquency causation providing him/her with greater insight as a basis for curriculum planning. The module itself includes steps for completing the module, a preassessment, a description of enabling elements, a postassessment, and a remediation. There is also a bibliography. (PB)

ED 102 158

SP 008 944

Hyland, Timothy

Affective Education in the Junior High Schools: A Program for Staff Reorientation.

Pub Date 21 Feb 75

Note—13p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Humanistic Education, Objectives, *Secondary School Teachers, *Staff Orientation, Teacher Dismissal, Teacher Improvement, Teacher Placement, Teacher Selection

The purpose of this paper is to examine ways in which junior high school staff might be reoriented to better function within new objectives, methods, and materials. It is hypothesized that reexamined objectives have indicated a need for greater emphasis in affective-social psychological areas. Staff development within such a context consists of teacher selection, teacher assignment, teacher development, and teacher release. Teachers hired should possess characteristics consonant with the determined goal. Measuring these characteristics can be done through inventories and interview techniques. Teacher assignment is very important since teachers are almost always more likely to maintain a better, less hostile atmosphere in the classroom if they are content in their position. Another element of this phase can be labelled psychological education, i.e., the use of counselors in a classroom role. Teacher development involves self-help (in the form of classes, clinics, or workshops) and supervision (an important element frequently overlooked). The final phase is teacher release. Many administrators have been reluctant to remove ineffective staff members—a policy which has been largely responsible for the charge that schools are places where teachers work, rather than places where children learn. (PB)

ED 102 159

SP 008 945

Marshall, Hermine H.

Evaluation of Teacher Education Programs: Issues and Rationale.

Pub Date Dec 74

Note—14p.; Paper presented to the Division of Teacher Education, Department of Education, University of California (Berkeley, California, December 1974)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Evaluation, Measurement, Objectives, *Performance Based Teacher Education, Performance Criteria, Problems, *Program Evaluation, Skills

Identifiers—*University of California Berkeley

This paper looks at the issues and problems involved in the evaluation of competency-based teacher education programs. A major fallacy of CBTE programs is that they are based on the following implicit assumptions which have little theoretical or empirical support: (a) that there is much more agreement than the literature indicates on the goals and purposes of education, the competencies derived from these goals, and the timing and sequence of pupil competencies; and (b) that a specific set of goals and objectives could be agreed upon, a valid set of corresponding teacher competencies could then be derived which promote these objectives. Evaluation of CBTE programs presents a second series of problems which include level of competence measured, the relationship of the measure to the particular competency, quality of the evidence, and isolation of factors which contribute to the achievement of the competencies. Despite these limitations, the University of California at Berkeley CBTE Programs will attempt to evaluate their programs in terms of the achievement of objectives and competencies, ongoing processes by which objectives are achieved, unplanned outcomes, and student background. This information will be analyzed and summarized in periodic reports. (PB)

ED 102 160

SP 008 946

Greenberg, David McCall, John

Teacher Mobility and Allocation.

Rand Corp., Santa Monica, Calif.

Pub Date Apr 74

Note—40p.

Available from—Rand Corporation, 1700 Main Street, Santa Monica, California 90406 (Report No. P-5205)

Document Not Available from EDRS.

Descriptors—*Academic Achievement, *Faculty Mobility, Schools, Socioeconomic Status, Urban Schools

Identifiers—*San Diego

This paper presents results from an examination of teacher flows within the San Diego school system, but should be relevant to school personnel systems in large cities throughout the U.S.

The study was undertaken because: (a) traditional demand-supply analyses have been unable to solve many of the puzzles associated with the general topic of labor mobility, and (b) the implications of teacher mobility patterns on student achievement must be examined. The focus was on mobility among schools within the system, movement into and out of the system, and the effect of these flows on the allocation of teachers among different types of schools. In general it was found that incoming teachers are most likely to move to another school. Highly experienced teachers are least likely to move, presumably because they have already found an assignment to their liking. Although teachers do leave the system for more appealing opportunities outside it, few leave because they are dissatisfied with their particular assignment—they tend to seek a more satisfactory position within the system. Beginning teachers are usually placed in low socioeconomic status (SES) schools and tend to move to higher SES schools, so that the oldest, most experienced, most educated teachers are found in these schools. As for how teacher mobility affects student achievement, it appears that new teachers are assigned to schools where students do poorly on achievement tests, and these teachers soon move on to middle-class schools attended by superior test takers. (PB)

ED 102 161 SP 008 947

Staffing the Learning Society: Recommendations for Federal Legislation. A Report to the President and the Congress.

National Advisory Council on Education Professions Development, Washington, D.C.

Pub Date Mar 75

Note—107p.

EDRS Price MF-\$0.76 HC-\$5.70 PLUS

POSTAGE

Descriptors—Continuous Learning, *Educational Improvement, Educational Trends, Evaluation, *Federal Legislation, Inservice Teacher Education, Preservice Education, Program Improvement, Staff Improvement

Identifiers—*Education Professions Development Act

In anticipation of Congressional hearings, the National Advisory Council on Education Professions Development has prepared this document containing recommendations about the future of the Education Professions Development Act (EPDA). It is felt that the Act should be extended, but revised to reflect changing societal needs. The document is divided into three parts. The first part is an evaluation of the Act. Although the concept of EPDA is still valid and much needed today, there is some question as to whether the Act has been well administered. The second part deals with trends and issues affecting new legislation, and part three identifies and explains specific recommendations. Appendices include the following: (a) federal programs with a component for professional education development, (b) descriptions of major EPDA programs, (c) recommendations and views of selected educators and citizens, and (d) names of persons consulted in preparing this report. (PB)

ED 102 162 95 SP 008 948

Houston, W. Robert, Ed.

Competency Assessment, Research, and Evaluation.

Multi-State Consortium on Performance-Based Teacher Education, Albany, N.Y.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.; Office of Education (DHEW), Washington, D.C.

Pub Date Mar 74

Note—273p.; Report of a National Conference (University of Houston, Houston, Texas, March 12-15, 1974)

Available from—American Association of Colleges for Teacher Education, Suite 610, 1 Dupont Circle, Washington, D.C. 20036 (\$3.00); National Dissemination Center for Performance Based Education, 150 Marshall St., Syracuse University, Syracuse, New York 13210 (\$3.00)

EDRS Price MF-\$0.76 HC-\$13.32 PLUS

POSTAGE

Descriptors—*Conceptual Schemes, *Educational Research, Organizational Change, *Performance Based Teacher Education, Professional Training, *Program Effectiveness, Social Factors, Teaching Techniques

This book is a compilation of papers that consider the current state of the art of competen-

cy/performance-based teacher education. Organized into six parts, the first part of this book reports three frames for conceptualizing research in competency-based education. The keynote address outlines five major areas for research: assessment of professional competency, program effectiveness, effectiveness of instructional strategies, social context, and institutional change. Parts two through five focus on these areas of research. (Editor/PD)

ED 102 163

SP 008 949

Riggs, Bob

Schools of Education in a Period of Declining and Changing Student Interest.

Pub Date 74

Note—10p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS

POSTAGE

Descriptors—Education Majors, *Enrollment Rate, *Schools of Education, Student Enrollment, Teacher Education, *Teacher Supply and Demand

A decline in the college-going rate for high school graduates, and the shrinking public school population with its resultant decline in the demand for new teachers, have both contributed to drops in enrollment which many schools of education are experiencing. There are ways, however, by which schools of education can avoid disastrous results. These include the following: (a) eliminate nonproductive programs and courses, (b) retrain faculty in areas of declining interest for employment in growth or stable fields, (c) offer elective courses which appeal to noneducation majors, (d) plan new programs based on existing faculty and physical resources, (e) recruit faculty with flexible, broad-based academic preparation, (f) develop cooperative programs with other academic departments, (g) lobby for more favorable and equitable funding, (h) consolidate and integrate training programs among institutions producing a small percentage of teachers, and (i) prepare students for two or more career options. (PB)

ED 102 164

SP 008 950

Melgrano, Vincent Sharp, Neil

A School-University Partnership to Prepare Physical Educators for the Individualization of Instruction.

Pub Date [73]

Note—21p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS

POSTAGE

Descriptors—*College School Cooperation, Educational Resources, *Field Experience Programs, Independent Study, *Individualized Instruction, Job Placement, Microteaching, *Physical Education, *Preservice Education, Student Development, Teacher Behavior, Teaching Techniques

The four-phase project, Toward Individualized Instruction, is a school-university partnership designed to meet the needs of physical educators for relevance during preservice teacher educators and individualized instructional programs. During phase one, students fulfill the following course requirements as they relate to their field base: (a) complete separate observational and instructional field experience; (b) construct individualized learning packets; (c) develop teaching strategies; (d) microteach; and (e) analyze teaching behavior. During phase two, the student undertakes independent study and assists with the instructional or activity program at the field base. During phase three, the student progresses through four developmental levels: adjustment, support, lead, and independent teaching. During phase four, the graduate is aided in job placement, and professional consultation and resources are available in the design of instructional materials and teaching strategies appropriate to the new program. (Author/PD)

ED 102 165

SP 008 951

Mack, Michael G. Norwood, Elizabeth R.

The Student Teacher and the Law.

Pub Date [73]

Note—16p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS

POSTAGE

Descriptors—Academic Freedom, Discipline Policy, *Laws, *Legal Responsibility, School Accidents, *Student Teachers, Teacher Responsibility

A student teacher has very limited authority in the classroom and his/her position with regard to the law remains obscure. Very few statutes concerning student teachers' legal status exist, and there are even fewer court cases involving student teachers. (Specific statutes and cases are cited.) There are, however, numerous legal problems that both teachers and student teachers may have. These problems generally fall into one of the following four categories: (a) classroom discipline, (b) pupil injury, (c) controversial matters, and (d) teachers' rights. This paper presents both actual and hypothetical cases within each of the above categories involving student teachers and the law. Measures should be taken by each state to seek legislation clearly setting forth the legal status of student teachers and to issue some type of "preliminary certificate" which would provide the student teacher with clear legal rights. Teaching training institutions should also provide students with a law course that would deal with problems he/she might face while student teaching. (PB)

ED 102 166

SP 008 952

Wees, W. R.

Teaching Teachers Teaching.

Canadian Education Association, Toronto (Ontario).

Pub Date Aug 74

Note—43p.

Available from—Canadian Education Association, 252 Bloor St. West, Toronto, Ontario M5S 1V5 (\$2.00)

Document Not Available from EDRS.

Descriptors—*Educational Innovation, Higher Education, *Problems, Questionnaires, *Teacher Education, *Teaching Skills

Identifiers—*Canada

This monograph, designed to stimulate national discussion, pictures "teacher education as it is" by indicating problems as deans and heads of departments see them, and by reporting innovative practices by which various universities are attempting to resolve some problems. The main sources of this information were university calendars, questionnaires mailed to 22 deans and chairpersons of departments of education, and interviews with eight deans. Section one, "Teacher Education As It Is," gives minimal educational requirements and competencies for teaching in elementary and secondary schools in each of the Canadian provinces. In section two, "Some Problems," 19 deans answer the question, "What do you believe to be the main problem or problems, if any, in teacher education in Canada?" Responses regarding financial support, relevance of academic courses, and turning theory into practice are included. Section three, "Innovations," includes responses to questions concerning experimental work being done or work that is of special importance in a province. (PD)

ED 102 167

SP 008 970

Gatekeepers in Education: A Report on Institutional Licensing.

National Advisory Council on Education Professions Development, Washington, D.C.

Pub Date Apr 75

Note—31p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS

POSTAGE

Descriptors—Accreditation (Institutions), *Certification, *Educational Problems, Federal Aid, State Agencies, State Legislation, Teacher Improvement

There are serious problems and abuses in American education, and they are becoming more and more visible. Problems exist at all levels in accreditation, licensing, and identifying eligibility for federal funds. No set standards have been established and there is little communication between states concerning these topics. This Council recommends the use of federal funds to bring about improvements in staffing, training, and the effectiveness of these functions. The system should be as self-enforcing as possible. The following are criteria for establishing such a system: (a) schools and colleges must publish the standards and rules by which they operate; (b) an agency (perhaps the state licensing authority) should be set up to receive students' complaints; (c) the system should start quickly, although there will be a series of intermediate steps to make it more effective; (d) an effort should be made to develop the competencies and per-

formance of those persons charged with operation, safeguarding, and improvement of the system; (e) by informing students of their rights and providing an agency to deal with complaints, students can act as monitors in the system; and (f) a center should be established to create a system which would be synergistic rather than fragmented. (PB)

TM

ED 102 168 TM 004 070
deWolf, Virginia A.

Washington Pre-College Test Norms for University of Washington Freshmen Entering Autumn 1973. Project No. 277.

Washington Univ., Seattle. Educational Assessment Center.

Report No.—AEC-277

Pub Date Sep 74

Note—9p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*College Freshmen, *Comparative Analysis, *Grade Point Average, Higher Education, *Norms, Scores, Sex Differences, Statistics, Tables (Data), *Test Results
Identifiers—*Washington Precollege Test

This report presents Washington Pre-College test norms for the 1973 entering freshman class. Percentile charts for male, female, and total groups are given. A table of the 75th, 50th, and 25th percentile scores over the past four years for the three groups is included. Another table presents means and standard deviations for the grade point averages of the seven high school areas and for the twelve Pre-College results over the same period. In contrast to the previous year's norms, there is a slight decrease in English Usage and a notable increase in the Mechanical Reasoning median scores for both sexes. (Author)

ED 102 169 95 TM 004 138
IEA Six-Subject Survey Instruments: Science Tests.

International Association for the Evaluation of Educational Achievement, Stockholm (Sweden).

Spons Agency—Ford Foundation, New York, N.Y.; Leverhulme Trust, London (England); Office of Education (DHEW), Washington, D.C.; Tri-Centennial Fund, Stockholm (Sweden); Volkswagen Foundation, Hanover (West Germany).

Note—148p.; For related documents, see TM 004 139-163 and ED 034 290 and 300

EDRS Price MF-\$0.76 HC-\$6.97 PLUS POSTAGE

Descriptors—*Academic Achievement, Achievement Tests, Biology, Chemistry, College Bound Students, *Comparative Education, *Cross Cultural Studies, Elementary Education, Elementary School Students, Grade 12, High School Students, Junior High Schools, Junior High School Students, Physics, *Science Tests, Secondary Education, Specialists
Identifiers—*International Evaluation Educational Achievement

In 1965 the International Association for the Evaluation of Educational Achievement (IEA) inaugurated a cross-national survey of achievement in six subjects: Science, Reading Comprehension, Literature, English as a Foreign Language, French as a Foreign Language, and Civic Education. The overall aim of the project was to use international tests in order to relate student achievement and attitudes to instructional, social, and economic factors, and from the results to establish generalizations of value to policy makers worldwide. Contained here are 22 Science tests measuring achievement in the following areas and for the following student populations: General Science (population I, II, IV); Advanced Science (population IV); Specialist Biology, Chemistry and Physics (population IVS); Practical Science (population II); Practical Science, Biology, Chemistry, and Physics (population IV); and Understanding the Nature of Science (populations II, IV). Population I consists of students aged 10 to 11 years; population II, 14 to 15 years; population IV, students enrolled in the final year of pre-university training; and population IVS, those students in population IV specializing in Science.

Answer keys and statistical data can be found in ED 081 639. (RC)

ED 102 170 95 TM 004 139
IEA Six-Subject Survey Instruments: Science Student Questionnaires.

International Association for the Evaluation of Educational Achievement, Stockholm (Sweden).

Spons Agency—Ford Foundation, New York, N.Y.; Leverhulme Trust, London (England); Office of Education (DHEW), Washington, D.C.; Tri-Centennial Fund, Stockholm (Sweden); Volkswagen Foundation, Hanover (West Germany).

Note—36p.; For related documents, see TM 004 138-163 and ED 034 290 and 300

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—*Academic Achievement, Background, College Bound Students, *Comparative Education, *Cross Cultural Studies, Elementary Education, Elementary School Students, Grade 12, High School Students, Junior High Schools, Junior High School Students, *Questionnaires, *Sciences, Secondary Education, Student Attitudes
Identifiers—*International Evaluation Educational Achievement

In 1965 the International Association for the Evaluation of Educational Achievement (IEA) inaugurated a cross-national survey of achievement in six subjects: Science, Reading Comprehension, Literature, English as a Foreign Language, French as a Foreign Language, and Civic Education. The overall aim of the project was to use international tests in order to relate student achievement and attitudes to instructional, social, and economic factors, and from the results to establish generalizations of value to policy makers worldwide. Contained here are three Science Questionnaires surveying the following information for the following student populations: Science Questionnaire measuring background in Science (populations II and IV); and two Science Attitude and Descriptive Scales measuring the part Science plays in the students' lives (populations I, II, IV). Population I consists of students aged 10 to 11 years; population II, 14 to 15 years; and population IV, students enrolled in the final year of pre-university training. Answer keys and statistical data can be found in ED 081 639. (RC)

ED 102 171 95 TM 004 140
IEA Six-Subject Survey Instruments: Science Teacher Questionnaires.

International Association for the Evaluation of Educational Achievement, Stockholm (Sweden).

Spons Agency—Ford Foundation, New York, N.Y.; Leverhulme Trust, London (England); Office of Education (DHEW), Washington, D.C.; Tri-Centennial Fund, Stockholm (Sweden); Volkswagen Foundation, Hanover (West Germany).

Note—17p.; For related documents, see TM 004 138-163 and ED 034 290 and 300

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Academic Achievement, Background, *Comparative Education, *Cross Cultural Studies, *Questionnaires, *Science Teachers, Teacher Attitudes
Identifiers—*International Evaluation Educational Achievement

In 1965 the International Association for the Evaluation of Educational Achievement (IEA) inaugurated a cross-national survey of achievement in six subjects: Science, Reading Comprehension, Literature, English as a Foreign Language, French as a Foreign Language, and Civic Education. The overall aim of the project was to use international tests in order to relate student achievement and attitudes to instructional, social, and economic factors, and from the results to establish generalizations of value to policy makers worldwide. Contained here are two questionnaires for Science teachers measuring teacher background, attitudes, and how they regard the job of Science teaching. Answer keys and statistical data can be found in ED 081 639. (RC)

ED 102 172 95 TM 004 141
IEA Six-Subject Survey Instruments: Reading Comprehension Tests.

International Association for the Evaluation of Educational Achievement, Stockholm (Sweden).

Spons Agency—Ford Foundation, New York, N.Y.; Leverhulme Trust, London (England); Office of Education (DHEW), Washington, D.C.; Tri-Centennial Fund, Stockholm (Sweden); Volkswagen Foundation, Hanover (West Germany).

Note—89p.; For related documents, see TM 004 138-163 and ED 034 290 and 300

EDRS Price MF-\$0.76 HC-\$4.43 PLUS POSTAGE

Descriptors—*Academic Achievement, College Bound Students, *Comparative Education, *Cross Cultural Studies, Elementary Education, Elementary School Students, Grade 12, High School Students, Junior High Schools, Junior High School Students, *Reading Comprehension, Reading Speed, Secondary Education, *Tests
Identifiers—*International Evaluation Educational Achievement

In 1965 the International Association for the Evaluation of Educational Achievement (IEA) inaugurated a cross-national survey of achievement in six subjects: Science, Reading Comprehension, Literature, English as a Foreign Language, French as a Foreign Language, and Civic Education. The overall aim of the project was to use international tests in order to relate student achievement and attitudes to instructional, social, and economic factors, and from the results to establish generalizations of value to policy makers worldwide. Contained here are six tests measuring Reading Comprehension (populations I, II, IV); and one test measuring reading speed (populations I, II). Population I consists of students aged 10 to 11 years; population II, 14 to 15 years; and population IV, students enrolled in the final year of pre-university training. Some answer keys and statistical data can be found in ED 084 503. (RC)

ED 102 173 95 TM 004 142
IEA Six-Subject Survey Instruments: Student Reading Comprehension Questionnaire.

International Association for the Evaluation of Educational Achievement, Stockholm (Sweden).

Spons Agency—Ford Foundation, New York, N.Y.; Leverhulme Trust, London (England); Office of Education (DHEW), Washington, D.C.; Tri-Centennial Fund, Stockholm (Sweden); Volkswagen Foundation, Hanover (West Germany).

Note—11p.; For related documents, see TM 004 138-163 and ED 034 290 and 300

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Academic Achievement, College Bound Students, *Comparative Education, *Cross Cultural Studies, Grade 12, High School Students, Junior High Schools, Junior High School Students, *Questionnaires, *Reading Comprehension, Secondary Education
Identifiers—*International Evaluation Educational Achievement

In 1965 the International Association for the Evaluation of Educational Achievement (IEA) inaugurated a cross-national survey of achievement in six subjects: Science, Reading Comprehension, Literature, English as a Foreign Language, French as a Foreign Language, and Civic Education. The overall aim of the project was to use international tests in order to relate student achievement and attitudes to instructional, social, and economic factors, and from the results to establish generalizations of value to policy makers worldwide. Contained here is a Reading Comprehension Questionnaire (populations II, IV) which surveyed such information as class size, time spent on homework, book and magazine preferences, etc. Population II consists of students aged 14 to 15 years; population IV, students enrolled in the final year of pre-university training. Answer keys and statistical data can be found in ED 084 503. (RC)

ED 102 174 95 TM 004 143
IEA Six-Subject Survey Instruments: Teacher Questionnaire: Mother Tongue (Reading Comprehension and Literature).

International Association for the Evaluation of Educational Achievement, Stockholm (Sweden).

Spons Agency—Ford Foundation, New York, N.Y.; Leverhulme Trust, London (England); Office of Education (DHEW), Washington, D.C.; Tri-Centennial Fund, Stockholm (Sweden); Volkswagen Foundation, Hanover (West Germany).

Note—21p.; For related documents, see TM 004 138-163 and ED 034 290 and 300

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Academic Achievement, *Comparative Education, *Cross Cultural Studies, Literature, *Questionnaires, Reading, Reading Comprehension, *Teachers

Identifiers—*International Evaluation Educational Achievement

In 1965 the International Association for the Evaluation of Educational Achievement (IEA) inaugurated a cross-national survey of achievement in six subjects: Science, Reading Comprehension, Literature, English as a Foreign Language, French as a Foreign Language, and Civic Education. The overall aim of the project was to use international tests in order to relate student achievement and attitudes to instructional, social, and economic factors, and from the results to establish generalizations of value to policy makers worldwide. Contained here is a questionnaire for teachers of Reading Comprehension and Literature which surveyed such information as amount of training, duties, teaching methods, classroom time allocations, instructional goals, etc. Answer keys and statistical data can be found in ED 084 503. (RC)

ED 102 175 95 TM 004 144

IEA Six-Subject Survey Instruments: Literature Tests.

International Association for the Evaluation of Educational Achievement, Stockholm (Sweden).

Spons Agency—Ford Foundation, New York, N.Y.; Leverhulme Trust, London (England); Office of Education (DHEW), Washington, D.C.; Tri-Centennial Fund, Stockholm (Sweden); Volkswagen Foundation, Hanover (West Germany).

Note—71p.; For related documents, see TM 004 138-163 and ED 034 290 and 300

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—*Academic Achievement, College Bound Students, *Comparative Education, *Cross Cultural Studies, Grade 12, High School Students, Junior High Schools, Junior High School Students, *Literature, Secondary Education, *Tests

Identifiers—*International Evaluation Educational Achievement

In 1965 the International Association for the Evaluation of Educational Achievement (IEA) inaugurated a cross-national survey of achievement in six subjects: Science, Reading Comprehension, Literature, English as a Foreign Language, French as a Foreign Language, and Civic Education. The overall aim of the project was to use international tests in order to relate student achievement and attitudes to instructional, social, and economic factors, and from the results to establish generalizations of value to policy makers worldwide. Contained here are five tests of the following literary works: "The Use of Force," "I See You Never," "The Man by the Fountain," "The Sea," and "The End of Something" for populations II, IV. Population II consists of students aged 14 to 15 years; population IV, students enrolled in the final year of pre-university training. Answer keys and statistical information can be found in ED 085 709. (RC)

ED 102 176 95 TM 004 145

IEA Six-Subject Survey Instruments: Literature Student Questionnaires.

International Association for the Evaluation of Educational Achievement, Stockholm (Sweden).

Spons Agency—Ford Foundation, New York, N.Y.; Leverhulme Trust, London (England); Office of Education (DHEW), Washington, D.C.; Tri-Centennial Fund, Stockholm (Sweden); Volkswagen Foundation, Hanover (West Germany).

Note—23p.; For related documents, see TM 004 138-163 and ED 034 290 and 300

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Academic Achievement, Attitude Tests, College Bound Students, *Comparative Education, *Cross Cultural Studies, Grade 12, High School Students, Junior High Schools, Junior High School Students, *Literature, *Questionnaires, Secondary Education

Identifiers—*International Evaluation Educational Achievement

In 1965 the International Association for the Evaluation of Educational Achievement (IEA) inaugurated a cross-national survey of achievement in six subjects: Science, Reading Comprehension, Literature, English as a Foreign Language, French as a Foreign Language, and Civic Education. The overall aim of the project was to use international tests in order to relate student achievement and attitudes to instructional, social, and economic factors, and from the results to establish generalizations of value to policy makers worldwide. Contained here are a student literature questionnaire and a literature attitude scale for student populations II, IV. These two measures survey information about the student and his study of Literature including background, study time and habits; and what part books, films, etc. play in the lives of these students. Population I consists of students aged 14 to 15 years; population IV, those students enrolled in the final year of pre-university training. Answer keys and statistical data can be found in ED 085 709. (RC)

ED 102 177 95 TM 004 146

IEA Six-Subject Survey Instruments: Word Knowledge Tests.

International Association for the Evaluation of Educational Achievement, Stockholm (Sweden).

Spons Agency—Ford Foundation, New York, N.Y.; Leverhulme Trust, London (England); Office of Education (DHEW), Washington, D.C.; Tri-Centennial Fund, Stockholm (Sweden); Volkswagen Foundation, Hanover (West Germany).

Note—17p.; For related documents, see TM 004 138-163 and ED 034 290 and 300

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Academic Achievement, College Bound Students, *Comparative Education, *Cross Cultural Studies, Elementary Education, Elementary School Students, Grade 12, High School Students, Junior High Schools, Junior High School Students, Secondary Education, *Tests, *Vocabulary

Identifiers—*International Evaluation Educational Achievement

In 1965 the International Association for the Evaluation of Educational Achievement (IEA) inaugurated a cross-national survey of achievement in six subjects: Science, Reading Comprehension, Literature, English as a Foreign Language, French as a Foreign Language, and Civic Education. The overall aim of the project was to use international tests in order to relate student achievement and attitudes to instructional, social, and economic factors, and from the results to establish generalizations of value to policy makers worldwide. Contained here are three tests measuring word knowledge for student populations I, II, IV. Population I consists of students aged 10 to 11 years; population II, 14 to 15 years; and population IV, those students enrolled in the final year of pre-university training. Some statistical information can be found in ED 084 503. (RC)

ED 102 178 95 TM 004 147

IEA Six-Subject Survey Instruments: General Student Questionnaires.

International Association for the Evaluation of Educational Achievement, Stockholm (Sweden).

Spons Agency—Ford Foundation, New York, N.Y.; Leverhulme Trust, London (England); Office of Education (DHEW), Washington, D.C.; Tri-Centennial Fund, Stockholm (Sweden); Volkswagen Foundation, Hanover (West Germany).

Note—56p.; For related documents, see TM 004 138-163 and ED 034 290 and 300

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—*Academic Achievement, College Bound Students, *Comparative Education, *Cross Cultural Studies, Elementary Education, Elementary School Students, Grade 12, High School Students, Junior High Schools, Junior

High School Students, *Questionnaires, Secondary Education, Student Attitudes, *Students

Identifiers—*International Evaluation Educational Achievement

In 1965 the International Association for the Evaluation of Educational Achievement (IEA) inaugurated a cross-national survey of achievement in six subjects: Science, Reading Comprehension, Literature, English as a Foreign Language, French as a Foreign Language, and Civic Education. The overall aim of the project was to use international tests in order to relate student achievement and attitudes to instructional, social, and economic factors, and from the results to establish generalizations of value to policy makers worldwide. Contained here are two instruments collecting general background information on students and two attitude and descriptive scales which survey what students think about themselves and their schools for populations I, II, IV. Population I consists of students aged 10 to 11 years; population II, 14 to 15 years; and population IV, those students enrolled in the final year of pre-university training. Information concerning these questionnaires can be found in ED 084 503. (RC)

ED 102 179 95 TM 004 148

IEA Six-Subject Survey Instruments: General Teacher Questionnaire.

International Association for the Evaluation of Educational Achievement, Stockholm (Sweden).

Spons Agency—Ford Foundation, New York, N.Y.; Leverhulme Trust, London (England); Office of Education (DHEW), Washington, D.C.; Tri-Centennial Fund, Stockholm (Sweden); Volkswagen Foundation, Hanover (West Germany).

Note—16p.; For related documents, see TM 004 138-163 and ED 034 290 and 300

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Academic Achievement, Background, *Comparative Education, *Cross Cultural Studies, *Questionnaires, *Teachers

Identifiers—*International Evaluation Educational Achievement

In 1965 the International Association for the Evaluation of Educational Achievement (IEA) inaugurated a cross-national survey of achievement in six subjects: Science, Reading Comprehension, Literature, English as a Foreign Language, French as a Foreign Language, and Civic Education. The overall aim of the project was to use international tests in order to relate student achievement and attitudes to instructional, social, and economic factors, and from the results to establish generalizations of value to policy makers worldwide. This questionnaire surveyed general information concerning teachers involved in the study. Information concerning this questionnaire can be found in ED 084 503. (RC)

ED 102 180 95 TM 004 149

IEA Six-Subject Survey Instruments: School Questionnaire.

International Association for the Evaluation of Educational Achievement, Stockholm (Sweden).

Spons Agency—Ford Foundation, New York, N.Y.; Leverhulme Trust, London (England); Office of Education (DHEW), Washington, D.C.; Tri-Centennial Fund, Stockholm (Sweden); Volkswagen Foundation, Hanover (West Germany).

Note—25p.; For related documents, see TM 004 138-163 and ED 034 290 and 300

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Academic Achievement, *Comparative Education, *Cross Cultural Studies, *Questionnaires, *Schools

Identifiers—*International Evaluation Educational Achievement

In 1965 the International Association for the Evaluation of Educational Achievement (IEA) inaugurated a cross-national survey of achievement in six subjects: Science, Reading Comprehension, Literature, English as a Foreign Language, French as a Foreign Language, and Civic Education. The overall aim of the project was to use international tests in order to relate student achievement and attitudes to instructional, social, and economic factors, and from the results to establish generalizations of value to policy makers worldwide. This questionnaire, completed by

school coordinators, surveyed information concerning the schools involved in the study. Information concerning this questionnaire can be found in ED 084 503. (RC)

ED 102 181 95 TM 004 150
IEA Six-Subject Survey Instruments: English as a Foreign Language Tests.

International Association for the Evaluation of Educational Achievement, Stockholm (Sweden).

Spons Agency—Ford Foundation, New York, N.Y.; Leverhulme Trust, London (England); Office of Education (DHEW), Washington, D.C.; Tri-Centennial Fund, Stockholm (Sweden); Volkswagen Foundation, Hanover (West Germany).

Note—139p.; For related documents, see TM 004 138-163 and ED 034 290 and 300

EDRS Price MF-\$0.76 HC-\$6.97 PLUS

POSTAGE

Descriptors—*Academic Achievement, College Bound Students, *Comparative Education, *Cross Cultural Studies, *English (Second Language), Grade 12, High School Students, Junior High Schools, Junior High School Students, Language Fluency, Listening Comprehension, Listening Tests, Oral Reading, Reading Comprehension, Reading Tests, Secondary Education, Speaking, *Tests, Writing

Identifiers—*International Evaluation Educational Achievement

In 1965 the International Association for the Evaluation of Educational Achievement (IEA) inaugurated a cross-national survey of achievement in six subjects: Science, Reading Comprehension, Literature, English as a Foreign Language, French as a Foreign Language, and Civic Education. The overall aim of the project was to use international tests in order to relate student achievement and attitudes to instructional, social, and economic factors, and from the results to establish generalizations of value to policy makers worldwide. Contained here are nine tests of English as a Foreign Language measuring listening comprehension, reading comprehension, writing, speaking (Structural Control), speaking (oral reading), and speaking (fluency) for student populations II, IV. Population II consists of students aged 14 to 15 years; population IV, students enrolled in the final year of pre-university training. (RC)

ED 102 182 95 TM 004 151
IEA Six-Subject Survey Instruments: English Student Questionnaires.

International Association for the Evaluation of Educational Achievement, Stockholm (Sweden).

Spons Agency—Ford Foundation, New York, N.Y.; Leverhulme Trust, London (England); Office of Education (DHEW), Washington, D.C.; Tri-Centennial Fund, Stockholm (Sweden); Volkswagen Foundation, Hanover (West Germany).

Note—24p.; For related documents, see TM 004 138-163 and ED 034 290 and 300

EDRS Price MF-\$0.76 HC-\$1.58 PLUS

POSTAGE

Descriptors—*Academic Achievement, College Bound Students, *Comparative Education, *Cross Cultural Studies, *English (Second Language), Grade 12, High School Students, Junior High Schools, Junior High School Students, *Questionnaires, Secondary Education, Student Attitudes

Identifiers—*International Evaluation Educational Achievement

In 1965 the International Association for the Evaluation of Educational Achievement (IEA) inaugurated a cross-national survey of achievement in six subjects: Science, Reading Comprehension, Literature, English as a Foreign Language, French as a Foreign Language, and Civic Education. The overall aim of the project was to use international tests in order to relate student achievement and attitudes to instructional, social, and economic factors, and from the results to establish generalizations of value to policy makers worldwide. Contained here are two questionnaires which survey information regarding the student and his study of English and the students' outside interests and activities for students in populations II, IV. Population II consists of students aged 14 to 15 years; population IV, those students enrolled in the final year of pre-university training. (RC)

ED 102 183 95 TM 004 152
IEA Six-Subject Survey Instruments: English Teacher Questionnaire.

International Association for the Evaluation of Educational Achievement, Stockholm (Sweden).

Spons Agency—Ford Foundation, New York, N.Y.; Leverhulme Trust, London (England); Office of Education (DHEW), Washington, D.C.; Tri-Centennial Fund, Stockholm (Sweden); Volkswagen Foundation, Hanover (West Germany).

Note—18p.; For related documents, see TM 004 138-163 and ED 034 290 and 300

EDRS Price MF-\$0.76 HC-\$1.58 PLUS

POSTAGE

Descriptors—*Academic Achievement, Background, *Comparative Education, *Cross Cultural Studies, English (Second Language), *Language Teachers, *Questionnaires

Identifiers—*International Evaluation Educational Achievement

In 1965 the International Association for the Evaluation of Educational Achievement (IEA) inaugurated a cross-national survey of achievement in six subjects: Science, Reading Comprehension, Literature, English as a Foreign Language, French as a Foreign Language, and Civic Education. The overall aim of the project was to use international tests in order to relate student achievement and attitudes to instructional, social, and economic factors, and from the results to establish generalizations of value to policy makers worldwide. This questionnaire surveyed information concerning teachers of English as a Foreign Language. (RC)

ED 102 184 95 TM 004 153
IEA Six-Subject Survey Instruments: French as a Foreign Language Tests.

International Association for the Evaluation of Educational Achievement, Stockholm (Sweden).

Spons Agency—Ford Foundation, New York, N.Y.; Leverhulme Trust, London (England); Office of Education (DHEW), Washington, D.C.; Tri-Centennial Fund, Stockholm (Sweden); Volkswagen Foundation, Hanover (West Germany).

Note—155p.; For related documents, see TM 004 138-163 and ED 034 290 and 300

EDRS Price MF-\$0.76 HC-\$8.24 PLUS

POSTAGE

Descriptors—*Academic Achievement, College Bound Students, *Comparative Education, Composition (Literary), *Cross Cultural Studies, Elementary Education, Elementary School Students, *French, Grade 12, High School Students, Junior High Schools, Junior High School Students, Language Fluency, Listening Tests, Oral Reading, Pronunciation, Reading Tests, Secondary Education, Speaking, Specialists, *Tests, Writing

Identifiers—*International Evaluation Educational Achievement

In 1965 the International Association for the Evaluation of Educational Achievement (IEA) inaugurated a cross-national survey of achievement in six subjects: Science, Reading Comprehension, Literature, English as a Foreign Language, French as a Foreign Language, and Civic Education. The overall aim of the project was to use international tests in order to relate student achievement and attitudes to instructional, social, and economic factors, and from the results to establish generalizations of value to policy makers worldwide. Contained here are 18 tests of French as a Foreign Language measuring the following areas for the following student populations: listening (population I, II, IV, IVS); reading (populations I, II, IV, IVS); writing (sentence completion) (populations II, IV); writing (composition) (populations II, IV); speaking (pronunciation) (populations I, II, IV); speaking (structural control) (populations I, II, IV); speaking (oral reading) (populations II, IV); and speaking (fluency) (populations I, II, IV). Population I consists of students aged 10 to 11 years; population II, 14 to 15 years; population IV, students enrolled in the final year of pre-university training; and population IVS, those in population IV specializing in French. (RC)

ED 102 185 95 TM 004 154
IEA Six-Subject Survey Instruments: French Student Questionnaires.

International Association for the Evaluation of Educational Achievement, Stockholm (Sweden).

Spons Agency—Ford Foundation, New York, N.Y.; Leverhulme Trust, London (England); Office of Education (DHEW), Washington, D.C.; Tri-Centennial Fund, Stockholm (Sweden); Volkswagen Foundation, Hanover (West Germany).

Note—27p.; For related documents, see TM 004 138-163 and ED 034 290 and 300

EDRS Price MF-\$0.76 HC-\$1.95 PLUS

POSTAGE

Descriptors—*Academic Achievement, Background, College Bound Students, *Comparative Education, *Cross Cultural Studies, *French, Grade 12, High School Students, Junior High Schools, Junior High School Students, *Questionnaires, Secondary Education, Student Attitudes

Identifiers—*International Evaluation Educational Achievement

In 1965 the International Association for the Evaluation of Educational Achievement (IEA) inaugurated a cross-national survey of achievement in six subjects: Science, Reading Comprehension, Literature, English as a Foreign Language, French as a Foreign Language, and Civic Education. The overall aim of the project was to use international tests in order to relate student achievement and attitudes to instructional, social, and economic factors, and from the results to establish generalizations of value to policy makers worldwide. Contained here are two questionnaires for students of French as a Foreign Language in populations II, IV surveying what part French plays in the students' lives and assessing the interest and outside activities of these students. Population II consists of students aged 14 to 15 years; population IV, those students enrolled in the final year of pre-university training. (RC)

ED 102 186 95 TM 004 155
IEA Six-Subject Survey Instruments: French Teacher Questionnaire.

International Association for the Evaluation of Educational Achievement, Stockholm (Sweden).

Spons Agency—Ford Foundation, New York, N.Y.; Leverhulme Trust, London (England); Office of Education (DHEW), Washington, D.C.; Tri-Centennial Fund, Stockholm (Sweden); Volkswagen Foundation, Hanover (West Germany).

Note—19p.; For related documents, see TM 004 138-163 and ED 034 290 and 300

EDRS Price MF-\$0.76 HC-\$1.58 PLUS

POSTAGE

Descriptors—*Academic Achievement, Background, *Comparative Education, *Cross Cultural Studies, French, *Language Teachers, *Questionnaires

Identifiers—*International Evaluation Educational Achievement

In 1965 the International Association for the Evaluation of Educational Achievement (IEA) inaugurated a cross-national survey of achievement in six subjects: Science, Reading Comprehension, Literature, English as a Foreign Language, French as a Foreign Language, and Civic Education. The overall aim of the project was to use international tests in order to relate student achievement and attitudes to instructional, social, and economic factors, and from the results to establish generalizations of value to policy makers worldwide. This questionnaire surveyed general information concerning teachers of French as a Foreign Language. (RC)

ED 102 187 95 TM 004 156
IEA Six-Subject Survey Instruments: Civic Education Tests.

International Association for the Evaluation of Educational Achievement, Stockholm (Sweden).

Spons Agency—Ford Foundation, New York, N.Y.; Leverhulme Trust, London (England); Office of Education (DHEW), Washington, D.C.; Tri-Centennial Fund, Stockholm (Sweden); Volkswagen Foundation, Hanover (West Germany).

Note—55p.; For related documents, see TM 004 138-163 and ED 034 290 and 300

EDRS Price MF-\$0.76 HC-\$3.32 PLUS

POSTAGE

Descriptors—*Academic Achievement, *Civics, College Bound Students, *Comparative Education, *Cross Cultural Studies, Elementary Education, Elementary School Students, Grade 12, High School Students, Junior High Schools, Junior High School Students, Secondary Education, *Tests

Identifiers—*International Evaluation Educational Achievement

In 1965 the International Association for the Evaluation of Educational Achievement (IEA) inaugurated a cross-national survey of achievement in six subjects: Science, Reading Comprehension, Literature, English as a Foreign Language, French as a Foreign Language, and Civic Education. The overall aim of the project was to use international tests in order to relate student achievement and attitudes to instructional, social, and economic factors, and from the results to establish generalizations of value to policy makers worldwide. Contained here are three Civics cognitive tests for population I, II, IV. Population I consists of students aged 10 to 11 years; population II, 14 to 15 years; and population IV, students enrolled in the final year of pre-university training. (RC)

ED 102 188 95 TM 004 157
IEA Six-Subject Survey Instruments: Civic Education Student Questionnaires.

International Association for the Evaluation of Educational Achievement, Stockholm (Sweden).

Spons Agency—Ford Foundation, New York, N.Y.; Leverhulme Trust, London (England); Office of Education (DHEW), Washington, D.C.; Tri-Centennial Fund, Stockholm (Sweden); Volkswagen Foundation, Hanover (West Germany).

Note—66p.; For related documents, see TM 004 138-163 and ED 034 290 and 300

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—*Academic Achievement, Affective Tests, Background, *Civics, College Bound Students, *Comparative Education, *Cross Cultural Studies, Elementary Education, Elementary School Students, Grade 12, High School Students, Junior High Schools, Junior High School Students, *Questionnaires, Secondary Education, Student Attitudes

Identifiers—*International Evaluation Educational Achievement

In 1965 the International Association for the Evaluation of Educational Achievement (IEA) inaugurated a cross-national survey of achievement in six subjects: Science, Reading Comprehension, Literature, English as a Foreign Language, French as a Foreign Language, and Civic Education. The overall aim of the project was to use international tests in order to relate student achievement and attitudes to instructional, social, and economic factors, and from the results to establish generalizations of value to policy makers worldwide. Contained here are an affective questionnaire, a background questionnaire, and a questionnaire designed to determine the students' conception of how society works for students of Civics at populations I, II, IV. Population I consists of students aged 10 to 11 years; population II, 14 to 15 years; and population IV, students enrolled in the final year of pre-university training. (RC)

ED 102 189 95 TM 004 158
IEA Six-Subject Survey Instruments: Civic Education Teacher Questionnaire.

International Association for the Evaluation of Educational Achievement, Stockholm (Sweden).

Spons Agency—Ford Foundation, New York, N.Y.; Leverhulme Trust, London (England); Office of Education (DHEW), Washington, D.C.; Tri-Centennial Fund, Stockholm (Sweden); Volkswagen Foundation, Hanover (West Germany).

Note—15p.; For related documents, see TM 004 138-163 and ED 034 290 and 300

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Academic Achievement, Background, Civics, *Comparative Education, *Cross Cultural Studies, *Questionnaires, *Teachers

Identifiers—*International Evaluation Educational Achievement

In 1965 the International Association for the Evaluation of Educational Achievement (IEA) inaugurated a cross-national survey of achievement in six subjects: Science, Reading Comprehension, Literature, English as a Foreign Language, French as a Foreign Language, and Civic Education. The overall aim of the project was to use international tests in order to relate student achievement and attitudes to instructional, social, and economic factors, and from the results to establish generalizations of value to policy makers worldwide. This questionnaire surveyed information regarding teachers of Civic Education. (RC)

ED 102 190 95 TM 004 159
IEA Six-Subject Survey Instruments: Student Questionnaires.

International Association for the Evaluation of Educational Achievement, Stockholm (Sweden).

Spons Agency—Ford Foundation, New York, N.Y.; Leverhulme Trust, London (England); Office of Education (DHEW), Washington, D.C.; Tri-Centennial Fund, Stockholm (Sweden); Volkswagen Foundation, Hanover (West Germany).

Note—60p.; For related documents, see TM 004 138-163 and ED 034 290 and 300

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—*Academic Achievement, Background, College Bound Students, *Comparative Education, *Cross Cultural Studies, Elementary Education, Elementary School Students, Grade 12, High School Students, Junior High Schools, Junior High School Students, *Questionnaires, Secondary Education, Student Attitudes, *Students

Identifiers—*International Evaluation Educational Achievement

In 1965 the International Association for the Evaluation of Educational Achievement (IEA) inaugurated a cross-national survey of achievement in six subjects: Science, Reading Comprehension, Literature, English as a Foreign Language, French as a Foreign Language, and Civic Education. The overall aim of the project was to use international tests in order to relate student achievement and attitudes to instructional, social, and economic factors, and from the results to establish generalizations of value to policy makers worldwide. Contained here are two student questionnaires for populations I, II, IV surveying general information; and two attitude and descriptive scales for populations I, II, IV surveying what students think about themselves and the schools they attend. Population I consists of students aged 10 to 11 years; population II, 14 to 15 years; and population IV, students enrolled in the final year of pre-university training. (RC)

ED 102 191 95 TM 004 160
IEA Six-Subject Survey Instruments: Teacher General Questionnaire.

International Association for the Evaluation of Educational Achievement, Stockholm (Sweden).

Spons Agency—Ford Foundation, New York, N.Y.; Leverhulme Trust, London (England); Office of Education (DHEW), Washington, D.C.; Tri-Centennial Fund, Stockholm (Sweden); Volkswagen Foundation, Hanover (West Germany).

Note—15p.; For related documents, see TM 004 138-163 and ED 034 290 and 300

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Academic Achievement, Background, *Comparative Education, *Cross Cultural Studies, *Questionnaires, *Teachers

Identifiers—*International Evaluation Educational Achievement

In 1965 the International Association for the Evaluation of Educational Achievement (IEA) inaugurated a cross-national survey of achievement in six subjects: Science, Reading Comprehension, Literature, English as a Foreign Language, French as a Foreign Language, and Civic Education. The overall aim of the project was to use international tests in order to relate student achievement and attitudes to instructional, social, and economic factors, and from the results to establish generalizations of value to policy makers worldwide. This questionnaire surveyed general information concerning teachers involved in the study. (RC)

ED 102 192 95 TM 004 161
IEA Six-Subject Survey Instruments: School Questionnaire.

International Association for the Evaluation of Educational Achievement, Stockholm (Sweden).

Spons Agency—Ford Foundation, New York, N.Y.; Leverhulme Trust, London (England); Office of Education (DHEW), Washington, D.C.; Tri-Centennial Fund, Stockholm (Sweden); Volkswagen Foundation, Hanover (West Germany).

Note—27p.; For related documents, see TM 004 138-163 and ED 034 290 and 300

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—*Academic Achievement, *Comparative Education, *Cross Cultural Studies, *Questionnaires, *Schools

Identifiers—*International Evaluation Educational Achievement

In 1965 the International Association for the Evaluation of Educational Achievement (IEA) inaugurated a cross-national survey of achievement in six subjects: Science, Reading Comprehension, Literature, English as a Foreign Language, French as a Foreign Language, and Civic Education. The overall aim of the project was to use international tests in order to relate student achievement and attitudes to instructional, social, and economic factors, and from the results to establish generalizations of value to policy makers worldwide. This questionnaire, completed by school coordinators, surveyed information concerning the schools involved in the study. (RC)

ED 102 193 95 TM 004 162
IEA Six-Subject Survey Instruments: Stage 2 Manuals. [Science, Reading Comprehension, and Literature].

International Association for the Evaluation of Educational Achievement, Stockholm (Sweden).

Spons Agency—Ford Foundation, New York, N.Y.; Leverhulme Trust, London (England); Office of Education (DHEW), Washington, D.C.; Tri-Centennial Fund, Stockholm (Sweden); Volkswagen Foundation, Hanover (West Germany).

Note—142p.; For related documents, see TM 004 138-163 and ED 034 290 and 300

EDRS Price MF-\$0.76 HC-\$6.97 PLUS POSTAGE

Descriptors—*Academic Achievement, *Comparative Education, *Cross Cultural Studies, *Manuals, *Testing

Identifiers—*International Evaluation Educational Achievement

In 1965 the International Association for the Evaluation of Educational Achievement (IEA) inaugurated a cross-national survey of achievement in six subjects: Science, Reading Comprehension, Literature, English as a Foreign Language, French as a Foreign Language, and Civic Education. The overall aim of the project was to use international tests in order to relate student achievement and attitudes to instructional, social, and economic factors, and from the results to establish generalizations of value to policy makers worldwide. Contained here are three manuals setting out the basic procedures to be followed by national centers, school coordinators, and test administrators in administering all phases of the Science, Reading Comprehension, and Literature testing. Information concerning these tests can be found in ED 081 639 (Science), ED 084 053 (Reading Comprehension), and ED 085 709 (Literature). (RC)

ED 102 194 95 TM 004 163
IEA Six-Subject Survey Instruments: Stage 3 Manuals. [English as a Foreign Language, French as a Foreign Language, and Civic Education].

International Association for the Evaluation of Educational Achievement, Stockholm (Sweden).

Spons Agency—Ford Foundation, New York, N.Y.; Leverhulme Trust, London (England); Office of Education (DHEW), Washington, D.C.; Tri-Centennial Fund, Stockholm (Sweden); Volkswagen Foundation, Hanover (West Germany).

Note—308p.; For related documents, see TM 004 138-162 and ED 034 290 and 300

EDRS Price MF-\$0.76 HC-\$15.86 PLUS POSTAGE

Descriptors—*Academic Achievement, *Comparative Education, *Cross Cultural Studies, *Manuals, *Testing
Identifiers—*International Evaluation Educational Achievement

In 1965 the International Association for the Evaluation of Educational Achievement (IEA) inaugurated a cross-national survey of achievement in six subjects: Science, Reading Comprehension, Literature, English as a Foreign Language, French as a Foreign Language, and Civic Education. The overall aim of the project was to use international tests in order to relate student achievement and attitudes to instructional, social, and economic factors, and from the results to establish generalizations of value to policy makers worldwide. Contained here are three manuals setting out the basic procedures to be followed by national centers, school coordinators, and test administrators in administering all phases of the English as a Foreign Language, French as a Foreign Language, and Civic Education testing. (RC)

ED 102 195 TM 004 246

Lemon, Nigel

Attitudes and Their Measurement.

Pub Date 73

Note—294p.

Available from—Halsted Press, John Wiley and Sons, Inc., New York (\$11.50)

Document Not Available from EDRS.

Descriptors—*Attitudes, Attitude Tests, Data Collection, Interviews, *Measurement, *Measurement Techniques, Prediction, Questionnaires, *Scientific Methodology, *Social Behavior, Test Validity
Identifiers—Multi Indicator Approach, Scaling Models

The aim of attitude measurement is to derive indices of socially significant behavior. It is therefore necessary to broaden the basis of measurement to include data derived from a variety of sources. The widening gulf between the increasing sophistication of measurement and the relatively crude conceptualizations on which it is based is likely seriously to impair development in the social sciences. The distinction between theory and measurement is likely to engender a form of false consciousness on the part of the researcher which could lead him to misunderstand the nature of the data that he has obtained. As well as a review of the established methods of data collection and scaling, this work also includes a section on indirect methods of attitude measurement and emphasizes the work on structural measures of attitude and on intensity, salience and ego-involvement. Sections on data gathering and scaling, the conceptualization of attitude and the logic of measurement, and the relationship between attitude and behavior are included. (Author/SM)

ED 102 196 TM 004 250

Zirkel, Perry Alan, Greene, John F.

Cultural Attitude Scale Technical Report.

Pub Date Apr 74

Note—58p.

Available from—Learning Concepts, 2501 N. Lamar, Austin, Texas 78705 (report, \$4.95; test booklet, \$3.00 each; manual, \$3.95 each)

EDRS Price MF-\$0.76 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—Anglo Americans, *Attitudes, *Cross Cultural Studies, *Cultural Awareness, *Cultural Images, Elementary Education, Elementary School Students, Ethnic Studies, Item Analysis, Negroes, Psychometrics, Puerto Ricans, *Rating Scales, Statistical Analysis, Test Reliability, Visual Stimuli

The Cultural Attitude Scales represent a modular approach to the measurement of cultural attitudes and knowledge with respect to the Puerto Rican, Anglo-American, and Black-American cultures. They are applicable to programs which propose to enhance ethnic identity or cross-cultural understanding among any one or more of these three ethnic groups. These modular measures do not require reading ability; rather, they are based upon pictorial stimuli and response options. The directions are particularly appropriate for elementary school programs involving children who may differ culturally and linguistically. The fifteen stimuli for each scale are graphic illustrations of the dress, sports, foods, and popular symbols of the Puerto Rican, Anglo-American, and Black-American cultures, respectively. The child indicates his attitude toward each pictorial stimulus by marking one of five faces on a happy

sad Likert-type scale. There is also an alternate response option indicating no knowledge of the particular cultural referent. Each scale thus yields two scores: a cultural attitude index and a cultural knowledge index. (Author)

ED 102 197 TM 004 252

Anderson, Barry D., Kaplan, Judith

Towards a Model of Teacher Behavior and Student Achievement.

Pub Date [74]

Note—30p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—*Academic Achievement, *Educational Research, *Models, Multiple Regression Analysis, Participant Satisfaction, Prediction, *Statistical Analysis, *Teacher Behavior, Tests of Significance

Identifiers—Variance Partitioning

Three procedures are examined that educational researchers can use to analyze quantitatively the extent to which modifications of specific teacher behaviors lead to changes in student achievement. The task requires decent descriptions of the behaviors, appropriate statistical tools and measures of student outcomes that are worth while examining. The data, collected in the course of an evaluation of the relationship between the organizational structure of schools and student achievement, is not entirely appropriate for the issues dealt with here. Therefore, paths are suggested that this research might take in the future: (1) it is possible, using multiple regression analysis, to construct models of teacher behavior that reflect the view that some set of teacher behaviors affect student outcomes, and (2) these models can be applied at least three distinct ways, depending on the kinds of assumptions that one is willing to make about the data and the kinds of questions that one wishes to address. (Author/RC)

ED 102 198 TM 004 253

Rosen, Pamela, Ed.

Test Collection Bulletin, Vol. 8, No. 4.

Educational Testing Service, Princeton, N.J. Test Collection.

Pub Date Oct 74

Note—25p.

Available from—Test Collection, Educational Testing Service, Princeton, New Jersey 08540 (\$2.00 per year, \$2.50 foreign)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Achievement Tests, *Annotated Bibliographies, Aptitude Tests, Attitude Tests, *Bulletins, Interest Tests, Opinions, Personality Tests, *Preschool Tests, *Tests

Identifiers—Head Start

This quarterly bulletin provides brief annotations for tests of the following types recently acquired by the ETS Test Collection: achievement; aptitude; personality, interests, attitudes, and opinions; and miscellaneous, sensory-motor, and unidentified. To provide information about instruments for those engaged in research or project direction involving young children appropriate entries are indicated. Other information includes: announcements received, tests no longer available, test reviews, new publishers, new addresses, publisher changes, new references (annotated), scoring services and systems, notes, and addresses of publishers and organizations whose materials and services are mentioned in this bulletin. A complete index to volume 8, numbers 1-4 is included in this issue. (RC)

ED 102 199 TM 004 256

Calkins, Di. S., Whitworth, Randolph

Differential Prediction of Freshmen Grade Point Average for Sex and Two Ethnic Classifications at a Southwestern University.

Pub Date [74]

Note—13p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*College Admission, Freshmen, *Grade Point Average, Grade Prediction, *Grades (Scholastic), *Individual Differences, Mexican Americans, *Predictive Ability (Testing), Sex Differences, Statistical Analysis, Test Bias

Identifiers—Scholastic Aptitude Test

This study stems from attempts to develop prediction equations for freshman grade point average for two demographic classifications of

students at a southwestern university. Although the particular results are probably of interest only to that university, certain aspects of the study should be of general interest, because, of the 3,237 students comprising the sample, 1,241 were classifiable as Spanish-surname individuals. Comparisons of the regression equations resulting from using SAT scores and high school quartile rank to predict freshmen grade point average indicate that different equations are necessary for different classifications of students. Since these data were obtained from an educational environment created by a semi-open admissions policy and thus represent no restriction in the range of SAT scores, the results of this study may be of special interest to individuals and educational institutions who deal with similar populations. (Author)

ED 102 200 95 TM 004 257

Andrews, Theodore E., Ed.

Assessment.

New York State Education Dept., Albany. Div. of Teacher Education and Certification; State Univ. of New York, Albany.

Spons Agency—National Center for Improvement of Educational Systems (DHEW/OE), Washington, D. C.; Office of Education (DHEW), Washington, D.C. Teacher Corps.

Pub Date 74

Note—130p.

Available from—National Dissemination Center for Performance Education, Syracuse University, Syracuse, New York 13210

EDRS Price MF-\$0.76 HC-\$6.97 PLUS POSTAGE

Descriptors—Certification, Costs, *Educational Assessment, Educational Research, Inservice Teacher Education, Lesson Plans, *Measurement Techniques, Models, Objectives, *Performance Based Teacher Education, Performance Criteria, Preservice Education, Program Evaluation, State Departments of Education, Student Evaluation, *Teacher Evaluation, Teaching Methods

"The Role of the State in Performance-Based Teacher Education-Certification" by Robert Roth creates a context for viewing how state agencies are approaching performance education. Peter Airasian then explores the value questions that are at the heart of evaluation issues. Fred McDonald looks at "The State of the Art in Performance Assessment," and Barak Rosenshine lists recommendations concerning the research dilemmas. James Popham, in three papers, touches on the problems of selecting assessment systems, developing performance tests, and identifying minimal competencies. Del Schalock then details what occurs when "Moving from Conceptualization to Practice in Assessment." Concerning costs and teacher concerns, two educators, Bruce Joyce and Herbert Hite present their conclusions. Beatrice Ward discusses the cost factors involved in developmental work at the Far West Regional Laboratory. Finally two teachers, Sandra Feldman and Bernard McKenna, note their interest in the potential of performance-based teacher education and reveal their most serious concerns. (RC)

ED 102 201 TM 004 258

Simon, Alan J., Joiner, Lee M.

Adapting the Peabody Picture Vocabulary Test for Use With Mexican Children.

Pub Date [Apr 74]

Note—12p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, Illinois, April, 1974)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Culture Free Tests, Elementary Education, Elementary School Students, *Intelligence Tests, Item Analysis, *Mexicans, Statistical Analysis, *Test Bias, *Test Reliability, Test Validity, *Translation

Identifiers—*Peabody Picture Vocabulary Test

The effectiveness of test adaptation based on item selection and reordering of a Spanish (Mexican) version of the Peabody Picture Vocabulary Test (PPVT) was examined. Translated forms were administered to a sample of Mexican students. One item from each pair (A and B) was selected and reordered using a priori rules. The revised instrument was administered to a new cross-validation sample. Findings confirmed the cost effectiveness of this technique for improving reliability and validity over simple translation or

the creation of completely new items for populations of different culture and language. (Author)

ED 102 202 95 TM 004 260

Aldrich, Ruth Anne
Children's Perception of Choice and Contribution to Environment.

Minneapolis Public Schools, Minn. Southeast Alternatives Program.

Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.

Pub Date Jun 74

Note—23p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Child Responsibility, Child Role, *Elementary School Students, Interviews, *Open Education, *Role Perception, *School Activities, *School Environment

Identifiers—Marcy Open School, Minneapolis Public Schools, *Southeast Alternatives

Southeast Alternatives, the name given to the Minneapolis Public Schools' Experimental School Project, a plan testing comprehensive change in education, was initiated in 1971 with the intent to bridge the gap from research and experimentation to practice. Marcy Open School, one of the alternative elementary schools, offers flexible curriculum, scheduling and age grouping, with emphasis on helping children to learn to think and to make independent judgments. As part of a goal evaluation for the 1973-74 school year, a children's interview was designed and divided into two sections, (1) children's perceptions of choices of activities available to them during a school day, and (2) children's perceptions of the contributions of themselves, of adults, and of peers to the school environment. The same questions were asked of six of the ten classroom teachers to reveal their perceptions of the day. Results of the interview are presented in diagram form and confirm that children at Marcy School understand that they have many possible choices during the day, and that they, their teachers, and peer group, contribute to the academic and social setting of the school. (RC)

ED 102 203 TM 004 261

Gronlund, Norman E.

Improving Marking and Reporting in Classroom Instruction.

Pub Date 21 May 74

Note—64p.

Available from—Macmillan Publishing Co., Inc., 866 Third Avenue, New York, New York 10022 (\$1.50)

Document Not Available from EDRS.

Descriptors—*Achievement Rating, *Evaluation Criteria, *Grades (Scholastic), *Guides, Individualized Instruction, Parent Teacher Conferences, Pass Fail Grading, Program Evaluation, Report Cards, *Teacher Education

This book is intended as a practical guide for the preservice and in-service education of teachers. The first chapter describes current practices in marking and reporting student progress. This is followed by guidelines for improving marking and reporting systems (Chapter 2), methods of assigning norm-referenced letter grades (Chapter 3), the use of criterion-referenced marking and reporting practices (Chapter 4), and procedures for effective parent-teacher conferences (Chapter 5). The appendix includes a checklist for evaluating a marking and reporting system, a sample parent-teacher conference guide, and a list of references. (Author)

ED 102 204 TM 004 263

Hively, Wells, Ed.

Domain-Referenced Testing.

Pub Date Oct 74

Note—150p.

Available from—Educational Technology Publications, Englewood Cliffs, New Jersey 07632 (\$4.95)

Document Not Available from EDRS.

Descriptors—*Behavioral Objectives, *Behavior Change, *Criterion Referenced Tests, Curriculum Evaluation, Diagnostic Tests, Educational Accountability, Educational Objectives, *Evaluation, *Evaluation Methods, Individualized Instruction, Item Analysis, Item Sampling, Measurement Techniques, Models, Norm Referenced Tests, Performance Contracts, Teacher Evaluation, Test Construction, Test Validity

Identifiers—*Domain Referenced Testing

The central assumption in domain-referenced testing (DRT), as presented in this book, is that a domain may be determined which adequately represents a particular universe of knowledge. After a domain has been established, the technological and practical problem of using domain-referenced testing must be solved. This book contains a collection of twelve short chapters covering such DRT topics as definition and function; sampling plans; instructional accountability; curriculum assessment, management, and modification; teacher, program and product evaluation; relation of performance contracting experiments to DRT; individualized instruction; and behavioral growth tracking. Brief comments and helpful sources are provided by the editor. (BJG)

ED 102 205 TM 004 264

Hollenbeck, Albert R. Slaby, Ronald G.

Measures of Reliability in Behavioral Observation: The Advantage of "Real Time" Data Acquisition.

Spons Agency—Washington Univ., Seattle. Child Development and Mental Retardation Center.

Pub Date [74]

Note—21p.

Available from—Albert R. Hollenbeck, Department of Psychology, N1-25, University of Washington, Seattle, Washington 98195

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Codification, *Digital Computers, Infant Behavior, Measurement Techniques, *Observation, Test Reliability, Video Tape Recordings

Identifiers—Behavioral Observation Scoring System

Two observers who were using an electronic digital data acquisition system were spot checked for reliability at random times over a four month period. Between-and within-observer reliability was assessed for frequency, duration, and duration-per-event measures of four infant behaviors. The results confirmed the problem of observer drift—the fluctuations of scores across sessions—for the frequency and duration-per-event measures. In contrast, the "real time" duration scores were stable across sessions, indicating the robustness of this measure of behavior. (Author)

ED 102 206 TM 004 316

Osborn, William C.

Process Versus Product Measures in Performance Testing. Professional Paper No. 16-74.

Human Resources Research Organization, Alexandria, Va.

Report No—HumRRO-PP-16-74

Pub Date Oct 73

Note—9p.; Paper presented at the Military Testing Association Conference (San Antonio, Texas, October 1973)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Academic Achievement, *Formative Evaluation, Military Training, *Performance Tests, Skill Analysis, *Summative Evaluation, Task Performance, *Training

Performance tests are used in training evaluation to (1) certify student achievement, and (2) diagnose weaknesses in the instructional system. Proficiency measures that focus on task outcomes (product) normally provide data relevant to the first purpose, whereas measures of how the tasks are carried out (process) pertain to the second. Time or cost factors sometimes preclude the use of product measures, leaving measures of task process as the only available criteria for evaluating training outcomes. Instances in which process measures are typically substituted for product measures are described in this paper with reference to the types of tasks for which the substitution is valid and those for which it is invalid. Theoretical and practical issues pertaining to the use and misuse of process measures are discussed. (Author)

ED 102 207 TM 004 328

Pascale, Pietro J.

Improving Skills in Developing Checklists.

Pub Date [74]

Note—23p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Autoinstructional Aids, *Check Lists, *Guides, *Test Construction, Test Selection

This auto-instructional unit contains a series of questions and answers about checklists. After the instructional sequence there follows a short mastery test, a list of guest or enrichment activities, and an appendix containing nine checklists relating to six broad curriculum areas. (Author)

ED 102 208 95 TM 004 509

Bradley, Robert H. Caldwell, Bettye M.

Issues and Procedures in Testing Young Children.

TM Report No. 37.

ERIC Clearinghouse on Tests, Measurement, and Evaluation, Princeton, N.J.

Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.

Report No—TM-37

Pub Date Dec 74

Contract—OEC-0-70-3797(519)

Note—16p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Affective Tests, *Children, Civil Liberties, Cognitive Tests, *Decision Making, Elementary School Students, Evaluation Criteria, Observation, Preschool Education, Psychomotor Skills, Test Bias, *Testing, Test Reliability, *Test Selection, Test Validity

Because of the developmental characteristics of young children, the potential user of tests for educational evaluation needs to be keenly alert to the kinds of decisions which can be made on the basis of testing and to the limitations of testing when young children serve as subjects. The choice of a test to be used will depend on the type of decision to be made. Several decision types are discussed: program planning and evaluation, screening, and administrative decisions. After considering the type of decision to be made as a factor in test selection, several test characteristics should be considered: practical criteria, including relevance, scope, timeliness, importance, efficiency, and credibility; validity—content, discriminant, criterion, content, and edumetric; test reliability; and test bias. Cognitive, affective, and psychomotor domains are discussed in relation to determining what kinds of test characteristics are important in assessing for a particular educational decision. Some strategies which offer effective ways to obtain more ecologically valid assessment data are presented along with comments on other testing methods, human rights, and achievement tests. (RC)

ED 102 209 95 TM 004 510

Stodolsky, Susan S.

Open Education: A Challenge to Evaluators. Report No. 29.

ERIC Clearinghouse on Tests, Measurement, and Evaluation, Princeton, N.J.

Spons Agency—National Inst. of Education (D-HEW), Washington, D.C. Office of Dissemination and Resources.

Report No—ERIC-TM-29

Pub Date Dec 74

Contract—OEC-0-70-3797(519)

Note—25p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Affective Objectives, Classroom Environment, Classroom Techniques, Educational Objectives, *Evaluation Needs, *Literature Reviews, *Open Education, *Program Evaluation, Student Evaluation, *Teacher Role, Testing Problems

A review of selected literature on evaluation of open education programs provides a background for the author's discussion of the conditions essential to open education and the evaluation of its effectiveness. Other factors mentioned are: (1) the importance of the types of measuring instruments used to evaluate these programs, (2) the application of the classic evaluation paradigm, (3) lack of procedures for assessing the kinds of behaviors of interest to open education programs, i.e. instruments in the affective domain and classroom observational techniques. (DEP)

ED 102 210 95 TM 004 511

Read, Peter B.

On the Confidentiality of Student Test Scores. Report No. 32.

ERIC Clearinghouse on Tests, Measurement, and Evaluation, Princeton, N.J.

Spons Agency—National Inst. of Education (D-HEW), Washington, D.C. Office of Dissemination and Resources.

Report No—ERIC-TM-32

Pub Date Dec 74

Contract—OEC-0-70-3797(519)
Note—32p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS
POSTAGE

Descriptors—Civil Liberties, *Confidentiality, Confidential Records, Court Litigation, Data Collection, Educational Accountability, Educational Legislation, Equal Protection, *Guidelines, Institutions, Legal Problems, Parent School Relationship, Policy, Record Keeping, *Student Records, Student School Relationship, *Testing, Testing Problems, Test Interpretation, *Test Results

A discussion of the limited meaning of test scores, testing as an invasion of privacy, the abuse of test scores as confidential information and privileged communication, recording and storing of test results, access to test scores, and the demand for accountability forms the basis for recommendations for the release of individual and group test scores. These suggestions are consonant with recommendations of various professional organizations composed of psychologists, counselors, and educators; the guidelines prepared by a conference sponsored by the Russell Sage Foundation in 1970; and numerous court cases which have established legal precedents on the release of test data or confidential information. (EH)

ED 102 211 95 TM 004 512

Tractenberg, Paul L. Jacoby, Elaine

Pupil Testing: A Legal View. Report No. 38.

ERIC Clearinghouse on Tests, Measurement, and Evaluation, Princeton, N.J.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Office of Dissemination and Resources.

Report No.—ERIC-TM-38

Pub Date Dec 74

Contract—OEC-0-70-3797(519)

Note—26p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS
POSTAGE

Descriptors—*Ability Grouping, Age Grade Placement, Aptitude Tests, Court Litigation, Educational Accountability, Educationally Disadvantaged, Equal Protection, Graduation Requirements, Legal Problems, *Low Income Groups, Minority Groups, Screening Tests, Standardized Tests, *Student Evaluation, *Test Bias, *Testing, Test Interpretation, Test Results, Test Validity

Traditionally, local school boards have had the power to assign students to classes and to set standards for promotion and graduation; with this authority has gone the discretion to decide what role pupil testing will play in the local schools. Courts have been reluctant to interfere with school board decisions on methodology of which they consider testing to be a part. They will intervene, however, when a constitutional right is affected by board policy or practice. They have done so consistently where racial or ethnic discrimination was involved in pupil testing. Children are given standardized tests on numerous occasions throughout their public school careers. In addition to standardized tests, teachers prepare and administer tests in various subjects. However, this paper is concerned primarily with standardized tests, since it is they that have been attacked in the courts. Each type of test that has been dealt with in court cases is treated here. Specifically, they are: group and individually administered intelligence, aptitude, and achievement tests. (Author/DEP)

ED 102 212 95 TM 004 513

Tuckman, Bruce W. Carducci, Joseph A.

Evaluating Career Education: A Review and Model. Report No. 39.

ERIC Clearinghouse on Tests, Measurement, and Evaluation, Princeton, N.J.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Office of Dissemination and Resources.

Report No.—ERIC-TM-39

Pub Date Dec 74

Contract—OEC-0-70-3797(519)

Note—35p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS
POSTAGE

Descriptors—Career Awareness, *Career Education, Career Planning, Case Studies, Decision Making Skills, Evaluation, Evaluation Criteria, *Evaluation Methods, Field Experience Programs, *Literature Reviews, *Models, Occupational Aspiration, Occupational Guidance,

Pretests, *Program Evaluation, Research Design, Tests, Vocational Development

After an extensive review of the literature concerned with evaluating career objectives, a literature with little cohesion, six areas were isolated as crucial indices of the adequacy of career education. These areas are: (1) self-awareness, (2) career-awareness, (3) decision-making skills, (4) overall school behavior, (5) career competencies, and (6) career attitudes and interests. Measures in all six areas should be obtained for the evaluation of career education programs. Preferably, measures should be obtained through experimental and quasi-experimental designs with pretest data, rather than case study methods. One advantage of using an experimental design is that resulting data is quantitative and may be statistically analyzed. Special emphasis is given to the equality of the control group with the experimental group because of validity problems related to the maturation bias. The importance of research follow-up is also stressed. Guidelines and recommendations are offered to reduce the amount of error in the evaluation of career education programs. (BJG)

UD

ED 102 213 UD 014 329

Quimby, Freeman H. Chapman, Cynthia B.

National Nutrition Policy: National Nutrition Policy Experiences. A Working Paper.

Congress of the U.S., Washington, D.C. Senate Select Committee on Nutrition and Human Needs.

Pub Date May 74

Note—106p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$1.60)

Document Not Available from EDRS.

Descriptors—Breakfast Programs, Diets, Eating Habits, Economics, *Federal Government, Food, *Government Role, *Health, Hunger, Individual Development, Lunch Programs, National Surveys, *Nutrition, Policy Formation, *Public Policy

This document contains the following comprehensive articles which were judged to be useful to the immediate needs of the Senate Select Committee on Nutrition and Human Needs: "Nutrition and Development: The View of the Planner," A. Berg and R. Muscat; "Criteria for Success in Applied Nutrition Programs," B. Bertlyn; "The Neglect of Nutrition and Its Perils," Sir R. A. Peters; "Economics as an Aid to Nutritional Change," B. Popkin and R. Lidman; "Building Nutrition Services in Comprehensive Health Care," M. C. Egan and B. J. Hallstrom; "A National Nutrition Policy and Program," G. A. Goldsmith; "Multidisciplinary Manpower in the Nutrition Component of Comprehensive Health Care Delivery," B. J. Hallstrom and D. E. Lauber; "Food and Nutrition Policy—Now and in the Future," D. M. Hegsted; "Nutritional Problems Growing Out of New Patterns of Food Consumption," L. M. Henderson; "Food and Nutrition: Is America Due for a National Policy?," C. Holden; "Toward a National Nutrition Policy," J. Mayer; and, "Preliminary Findings of the First Health and Nutrition Examination Survey, U.S., 1971-1972," National Center for Health Statistics, U.S. DHEW. (Author/JM)

ED 102 214 UD 014 330

Guidelines for a National Nutrition Policy. A Working Paper.

Congress of the U.S., Washington, D.C. Senate Select Committee on Nutrition and Human Needs.

Pub Date May 74

Note—13p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$0.25)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS
POSTAGE

Descriptors—Educational Programs, *Federal Government, Food, *Government Role, Health Needs, *Health Programs, Health Services, *Nutrition, Nutrition Instruction, Physical Health, Policy Formation, Program Development, Program Planning, Public Health, *Public Policy

The Select Committee on Nutrition and Human Needs is charged with the investigation and development of a comprehensive National Nutrition Policy for the United States. The National Nutrition Consortium—representing four major scientific and professional societies, the membership of which have responsibilities for developing, through research, new knowledge in nutrition as a food science in relation to man's needs for health—has addressed itself to preparation of guidelines for a National Nutrition Policy. These are presented in order to identify the many considerations to be brought into focus in effective longrange governmental planning and implementation of programs for foods and nutrition in relation to the Nation's health and other national responsibilities. A stated National Nutritional Policy is needed to ensure that food will be available to provide an adequate diet at a reasonable cost to every person within the United States. It is needed to fulfill our commitments as a Nation—in cooperation with other nations and international organizations—in planning and devising measures for provision of adequate food for the expanding world population. Consortium members include The American Institute of Nutrition, The American Society for Clinical Nutrition, The American Dietetic Association, and The Institute of Food Technology. (Author/JM)

ED 102 215 UD 014 335

Lampman, Robert J. And Others

Income Maintenance and Welfare Reform: Papers and Comments. Discussion Paper No. 202-74.

Wisconsin Univ., Madison. Inst. for Research on Poverty.

Spons Agency—Office of Economic Opportunity, Washington, D.C.

Report No.—IRP-DP-202-74

Pub Date Mar 74

Note—38p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS
POSTAGE

Descriptors—Change Strategies, Family Income, Family Resources, *Finance Reform, Financial Policy, *Financial Support, *Guaranteed Income, Low Income, Policy Formation, *Public Policy, Resource Allocations, Tax Allocation, Taxes, *Welfare, Welfare Problems

The papers and discussions which follow were presented at the December 1973 meetings of the Allied Social Science Associations in New York City. They provide a stimulating review and perspective on the state of policy and reform possibilities in income maintenance and the welfare system. In his paper, "The Role of Income-Conditioning in the American System of Transfer," Robert J. Lampman notes that between 1960 and 1973 public social welfare expenditures increased from \$2 billion dollars to 215 billion dollars. In addition, there is a growing set of private transfers to persons. The scope and scale of this system have grown particularly rapidly since 1964. Lampman points to a few of the more remarkable changes of recent years. The changes selected for discussion were all designed to concentrate their benefits on families in relatively low-income status. The recent moves toward more income-conditioning of benefits suggest that advocates of a simple, straight-forward negative income tax with a moderate tax rate in it are caught between a rock and a hard place. In his paper, "Reflections on Recent History," James Tobin suggests six lessons we can learn from the dismal legislative and political history of tax and welfare reform in recent years. Alice M. Rivlin and Alvin L. Schorr discuss several aspects of these two papers. (Author/JM)

ED 102 216 UD 014 336

Sorensen, Annette And Others

Indexes of Racial Residential Segregation for 109 Cities in the United States, 1940 to 1970. Studies in Racial Segregation, Number 1. Discussion Paper No. 200-74.

Wisconsin Univ., Madison. Inst. for Research on Poverty.

Spons Agency—Office of Economic Opportunity, Washington, D.C.

Report No.—IRP-DP-200-74

Pub Date Feb 74

Note—31p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS
POSTAGE

Descriptors—*Census Figures, *City Demography, Community Characteristics, Housing Patterns, *Longitudinal Studies, Measurement

Techniques, National Surveys, Population Trends, *Racial Segregation, Research Methodology, Research Problems, *Residential Patterns, Statistical Analysis, Urban Areas

In 1965, Taeuber and Taeuber published trend data on racial residential segregation in 109 cities for the years 1940, 1950, and 1960. Their monograph, *Negroes in Cities*, reported a number of analyses of residential segregation and neighborhood change, utilizing segregation indexes and a variety of other measures derived from census data. In 1971, The Institute for Research on Poverty at the University of Wisconsin embarked on the task of updating to 1970 and in other ways extending these earlier studies of racial residential segregation. Segregation indexes for 109 cities for 1970, together with the previously published indexes for the three earlier census dates, are presented in Table One of this paper. The trend data for 1940 through 1970 refer to residential segregation of whites and nonwhites. For 1970 only, segregation indexes are also presented comparing whites and Negroes. The indexes for 1970 were calculated from Public Use Summary Tapes issued by the Bureau of the Census. Certain difficulties were encountered in use of these tapes for this purpose. A methodological appendix describes the data source and retrieval procedure for calculation of city segregation indexes for 1970. To permit quick dissemination of the indexes to other researchers, this paper is issued without substantive analysis or interpretation. (Author/JM)

ED 102 217 UD 014 366

Fox, David J. And Others

Summer Program for Junior High School and Intermediate School Pupils.

Center for Urban Education, New York, N.Y. Educational Research Committee.

Spons Agency—New York City Board of Education, Brooklyn, N.Y.

Pub Date Nov 69

Note—164p.

EDRS Price MF-\$0.76 HC-\$8.24 PLUS POSTAGE

Descriptors—English (Second Language), *Enrichment Programs, Industrial Arts, Intermediate Grades, *Junior High School Students, Mathematics Instruction, Music Education, Program Evaluation, Reading Instruction, *Remedial Instruction, Small Group Instruction, *Summer Programs, Typewriting, Urban Education

Identifiers—New York, *New York City

The summer program for junior high and intermediate school pupils in 1969, supported by the State Urban Education Aid Program in New York, offered a six-week remediation and enrichment program for public and non-public school pupils. The program included an Academy in the Creative Arts, an Institute in Mathematics and Science, a school for the Humanities, and 11 summer junior high schools that offered remediation and enrichment as well as repetition of previously failed courses for pupils. The implementation of these objectives was facilitated by 11 junior high and intermediate schools offering a basic program: two in Manhattan, three in the Bronx, and six in Brooklyn; and by three specialized schools in Manhattan. Each of the 11 schools was to service approximately 300 to 1,000 students per school and was required to provide instruction for pupils who were retarded in reading and mathematics; provide intensive, small group instruction for pupils who had failed in one or more academic subjects during the school year; provide enrichment through non-credit, non-academic courses in industrial arts, music, typewriting, and library services; provide enrichment in literature through non-credit instruction for pupils reading on or above grade level; and to teach English as a Second Language to foreign-born and non-English speaking children. (Author/JM)

ED 102 218 UD 014 367

Report of the "Ad Hoc" Expert Group on the Role of Housing in Promoting Social Integration, Stockholm, Sweden, 8-13 May 1972.

United Nations, New York, N.Y. Dept. of Economic and Social Affairs.

Report No.—ST-ECA-192

Pub Date 74

Note—41p.

Available from—United Nations, Sales Section, New York, N.Y. (Sales No. E.74.IV.1; \$2.00)

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—*Cross Cultural Studies, Cultural Factors, Demography, *Housing Patterns, Intergroup Relations, International Organizations, *International Programs, Minority Groups, Policy Formation, *Public Policy, Racial Segregation, Residential Patterns, *Social Integration, Social Sciences

The Ad Hoc Expert Group on the Role of Housing in Promoting Social Integration was convened by the Secretary-General of the United Nations, in conformity with an Economic and Social Council resolution, to examine the role of housing in promoting social integration, and to prepare recommendations on this subject for consideration by Member States. In its resolution the Council sought to emphasize the need to include social aspects of housing in the development plans of countries. The Group was requested to provide advice regarding the underlying judgment that certain forms of residential segregation have damaging social and economic consequences and are inimical to the well-being of individual citizens and classes of populations; to national development; and to international harmony. The phenomenon of segregation was examined in terms of causes, effects and strategies. It was observed that segregation occurs at every level, from the international economic division of rich and poor nations to the personal isolation of an individual. The experts felt that planning had suffered from an overemphasis of technical and economic considerations at the expense of social values. They arrived at specific recommendations for the encouragement of social integration through housing policy. (Author/JM)

ED 102 219 UD 014 368

Quimby, Freeman H. Chapman, Cynthia B.

National Nutrition Policy: Nutrition and Health; Nutrition and the International Situation; Nutrition and Food Availability, Working Papers.

Congress of the U.S., Washington, D. C. Senate Select Committee on Nutrition and Human Needs.

Pub Date May 74

Note—137p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (PT 1, \$1.30; PT 2, \$0.75; and PT 3, \$0.90)

Document Not Available from EDRS.

Descriptors—Agricultural Production, Anthologies, Child Development, Economic Factors, *Federal Government, Food Standards, Government Role, *Health Needs, Hunger, Mental Development, *Nutrition, Physical Development, *Policy Formation, *Public Policy, World Problems

This document was compiled by the Specialist, Life Sciences, Science Policy Research Division and the Analyst, Biological Sciences, Science Policy Research Division of the Library of Congress in response to a request of the Senate Select Committee on Nutrition and Human Needs. Submitted under the general title, "A Compilation of Key Papers for Use by the Select Committee on Nutrition and Human Needs," this document is organized in three parts. Part One, "Nutrition and Health," includes articles focusing on the lack of news reporting on the problem of nutrition, maternal nutrition and the course of pregnancy, early malnutrition and human development, nutrition and infection, and other topics. Part Two, "Nutrition and the International Situation," includes articles focusing on the politics of food, nutrition and world health, the world food problem, the ecology of malnutrition, potentials for increasing food production in the western hemisphere, and other topics. Part Three, "Nutrition and Food Availability," includes articles focusing on the changing food market, food-related energy requirements; energy use in the U.S. food system, maximum production capacity of food crops, and the manner in which American agriculture has replaced the natural food chain with the journey from refinery to processing plant. (JM)

ED 102 220 UD 014 371

The Puerto Rican and Public Employment in New York State. A Report.

New York State Advisory Committee to the U.S. Commission on Civil Rights, New York.

Pub Date Apr 73

Note—40p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—City Government, Civil Rights, County Officials, *Employment Opportunities, Employment Practices, Federal Government, Government Role, *Local Government, Metropolitan Areas, Policy Formation, Public Policy, *Puerto Ricans, *State Government, Urban Areas

Identifiers—*New York

The five-session open meeting of the New York State Advisory Committee to the U.S. Commission on Civil Rights in November 1971 in Rochester, Buffalo, and Albany was part of an overall Commission project dealing with problems confronting Puerto Ricans and other Spanish-speaking persons in the eastern part of the U.S. The Rochester and Buffalo hearings of the New York State Advisory Committee focused on the employment of Puerto Rican and other Spanish-surnamed persons in city and county government. Witnesses who appeared before the New York Committee in Rochester and Buffalo included officials from both city and county Civil Service Commissions and from selected city and county agencies, as well as members of the Puerto Rican communities in Rochester, Monroe County, Buffalo, and Erie County. Much data and hundreds of exhibits were collected both prior to, during and after the hearings. This material, as well as tapes of the hearings in the three localities, are available at the Northeastern Regional Office of the U.S. Commission on Civil Rights in New York City. In the interest of brevity, however, this reported attempts to summarize this material in the form of findings and recommendations. (Author/JM)

ED 102 221 UD 014 375

Supreme Court of the United States. Syllabus.

Wheeler et al. v. Barrera et al. Certiorari to the United States Court of Appeals for the Eighth Circuit.

Supreme Court of the U. S., Washington, D.C.

Pub Date 10 Jun 74

Note—34p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Constitutional Law, Disadvantaged Youth, Federal Aid, Federal Court Litigation, Federal Government, Federal Programs, *Non-public School Aid, Parochial Schools, *Program Administration, Southern Schools, State Government, *Supreme Court Litigation

Identifiers—Elementary Secondary Education Act Title I, ESEA Title I, *Kansas City, Missouri

Title I of the Elementary and Secondary Education Act of 1965 (the Act) provides for federal funding of special programs for educationally deprived children in both public and private schools. Respondents, parents of children attending nonpublic schools in Kansas City, Mo., brought this class action, alleging that petitioner state school officials arbitrarily and illegally were approving Title I programs that deprived eligible nonpublic school children of services comparable to those offered eligible public school children, and seeking injunctive and other relief. Petitioners answered that the aid sought by respondents exceeded Title I's requirements and contravened the State's Constitution and state law and public policy. First Amendment issues were also raised. The District Court denied relief. The Court of Appeals reversed and remanded. Held: (1) at this stage of the proceedings this Court cannot reach and decide whether Title I requires the assignment of publicly employed teachers to provide remedial instruction during regular school hours on the premises of private schools attended by Title I eligible students; (2) the Court of Appeals properly declined to pass on the First Amendment issue; and, (3) under the Act respondents are entitled to comparable services and therefore to relief. (Author/JM)

ED 102 222 UD 014 379

National Nutrition Policy: Nutrition and the Consumer—II. A Working Paper.

Congress of the U.S., Washington, D. C. Senate Select Committee on Nutrition and Human Needs.

Pub Date Jun 74

Note—212p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$1.70)

Document Not Available from EDRS.

Descriptors—Anthologies, *Broadcast Television, *Children, Federal Government, Food, Government Role, *Health Education, Health Needs, Nutrition, *Nutrition Instruction, Physical Health, Policy Formation, Programming (Broadcast), Public Education, *Public Policy

This document is organized in four parts. Part One is a "State on the Needs for Nutrition Education" submitted by the Board of Directors, Society for Nutrition Education in connection with The Panel on Consumer Programs and Public Education, The National Nutrition Policy Study, to the Senate Select Committee on Nutrition and Human Needs. Part Two comprises seven discussion papers focusing on such topics as nutrition and diet, electronic media and nutrition education, nutrition labeling and advertising of food as related to nutrition, consumer programs, and public education, sociocultural norms in the United States and implications for nutrition education, and progress on population nutrition education. Part Three comprises three papers by Richard K. Manoff focusing on Nutrition Education and the Media: "The Media and Social Change," "Potential Uses of Mass Media in Nutrition Programs," and "You May Be Teaching Nutrition, But Are They Learning?" Part Four includes general articles focusing on such topics as children's television, milk drinking by children, and nutrition education. Articles were obtained from such sources as Action for Children's Television, the American Academy of Pediatrics, Center for Science in the Public Interest, Co-op News, and the National Dairy Council. (JM)

ED 102 223 UD 014 446

Jablonsky, Adelaide, Comp.

Special Secondary School Programs for the Disadvantaged: An Annotated Bibliography of Doctoral Dissertations. ERIC-IRCD Doctoral Research Series, Number 7, August 1974.

Columbia Univ., New York, N.Y. ERIC Clearinghouse on the Urban Disadvantaged.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Aug 74

Contract—OEC-0-9-420088-2327

Note—71p

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—*Annotated Bibliographies, College Preparation, College Programs, *Compensatory Education Programs, *Disadvantaged Youth, *Doctoral Theses, Economically Disadvantaged, Educationally Disadvantaged, Post Secondary Education, Program Evaluation, *Secondary Education, Vocational Education

Identifiers—Outward Bound, Project Opportunity, Upward Bound

This annotated bibliography is the seventh in the Doctoral Research Series. It encompasses doctoral research on "Special Secondary School Programs for the Disadvantaged" reported in "Dissertation Abstracts International" from 1965 through June 1973. The citations are arranged in the following categories: College Preparatory Programs (Upward Bound, Project Opportunity, Other Programs), Special Programs (Vocational, Outward Bound, Other Programs), Follow-up Studies, and History and Evaluation. Under these categories, citations are presented in order of year of completion. Where a number of citations appear in a category and in the same year, they are arranged in alphabetical order by name of author. A subject index, an author index, and an institution index are appended. (JM)

ED 102 224 UD 014 463

Hall, Leon, And Others

[Significant Issues in Education - Law.] Inequality in Education. Number 17, June 1974.

Harvard Univ., Cambridge, Mass. Center for Law and Education.

Spons Agency—Office of Economic Opportunity, Washington, D.C.

Pub Date June 74

Note—66p

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—Compensatory Education Programs, Discipline Policy, *Educational Opportunities, *Educational Problems, *Federal Programs, *Institutionalized (Persons), *Legal Problems, Program Administration, Racial Discrimination, Remedial Instruction, School Integration, Socioeconomic Status, Southern Schools

Identifiers—Elementary Secondary Education Act Title I, ESEA Title I

This issue of *Inequality in Education* deviates from the usual format of in-depth discussion of a particular topic to include reports on a variety of significant issues in education-law. Leon Hall summarizes the numerous experiences he has had with Southern desegregated schools and students and relates his conclusions about how desegregation is actually proceeding in the South. In "Remedying Failure to Teach Basic Skills," Gershon M. Ratner offers some preliminary thoughts on ways legal services attorneys might address the problems of the large percentage of children who are not taught adequately to read and write. R. Stephen Browning and Jack Costello, Jr. follow the progress of Title I of the 1965 Elementary Secondary Education Act from its inception to the present in their analysis of how and why federal funds designated for poor and disadvantaged students continue to be illegally allocated and illegally spent. "The Equally Good Off, The Equally Bad Off," by Thomas J. Cottle reveals the effects of economic and educational tracking on two young students from different backgrounds. Finally, Theodore E. Lauer depicts the lack of "Education for Institutionalized Children" and discusses the necessary examination of the incarceration process which must precede any improvement in the education offered to juvenile offenders. (Author/JM)

ED 102 225 UD 014 498

Handler, Joel F.

Social Reform Groups and the Legal System: Enforcement Problems. Discussion Paper No. 209-74.

Wisconsin Univ., Madison. Inst. for Research on Poverty.

Report No.—IRP-DP-209-74

Pub Date June 74

Note—70p

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—*Change Agents, *Change Strategies, Civil Rights, Constitutional Law, Equal Protection, *Federal Court Litigation, Federal Government, Government Role, *Law Enforcement, *Legal Problems, Local Government, State Government

During the last two decades, there has been a great increase in the use of litigation by social reform groups. This activity has been stimulated by the hospitality of the courts to the demands of social reform groups and the availability of subsidized young, activist lawyers. The paper examines the uses of the legal system by social reform groups and the problems that groups have in enforcing changes in legal rules. Three types of litigation strategy are discussed: (1) defensive, where the group, its leaders, or its members are being prosecuted; (2) subsidiary, where litigation is used in aid of other strategies; and (3) affirmative, to accomplish the primary objectives of the group. Most problems occur in implementing affirmative litigation. Four types of enforcement problems are analyzed: (1) Enforcement involves massive lower-level official discretionary decisions; (2) Enforcement involves massive private discretionary decisions; (3) Enforcement involves continuous inputs at key regulatory agencies; and (4) Enforcement is countered by a strong recalcitrant government defendant. The paper concludes by explaining the empirical results in terms of recent behavioral theories of social reform groups. (Author/JM)

ED 102 226 UD 014 500

Jayatilke, Raja

Human Relations in the Classroom: An Annotated Bibliography, Supplement 3. ERIC-IRCD Urban Disadvantaged Series, Number 40, August 1974.

Columbia Univ., New York, N.Y. ERIC Clearinghouse on the Urban Disadvantaged.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Aug 74

Contract—OEC-0-9-420088-2327

Note—50p

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Activism, African American Studies, *Annotated Bibliographies, Changing Attitudes, Classroom Environment, Cultural Differences, Curriculum Development, Ethnic Studies, *Human Relations, Institutes (Training Programs), *Race Relations, Racial Attitudes, *Student Attitudes, *Teacher Attitudes

This bibliography is an annual supplement to the first bibliography on human relations in the classroom (ED 051 315), including documents announced in the 1973 issues of "Research in Education" and journal articles cited in the 1973 issues of "Current Index to Journals in Education," and contains references to published books, documents, journal articles, and unpublished articles in the ERIC system. Citations in the bibliography encompass such concepts and issues as: activism, African American Indians, aspiration, changing attitudes, classroom environment, cross cultural training, cultural differences, curriculum development, ethnic groups, human relations, interpersonal relationships, motivation, music education, Negro attitudes, self-concept, social influences, student attitudes, student teacher relationship, teacher attitudes, teacher education and institutes, and testing. Citations for documents are each followed by an annotation edited to suit the purposes of the bibliography; journal articles listed are followed by subject headings, and in many instances by brief annotations. In this third annual supplement, lengthy document abstracts have been dropped in favor of brief annotations, supplemented by appropriate subject headings. (Author/JM)

ED 102 227 UD 014 522

Haurbrich, Vernon

A Comparative and Developmental Study of the Effects of Desegregation in Selected Public Schools. Final Report.

Wisconsin Univ., Madison.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No.—BR-7-1151

Pub Date 30 Jun 72

Contract—OEC-0-8-001151-01879-010

Note—114p. This document has been reproduced from the best available copy

EDRS Price MF-\$0.76 HC-\$5.70 PLUS POSTAGE

Descriptors—Academic Achievement, Educational Opportunities, *Integration Effects, Intelligence Differences, *Longitudinal Studies, Measurement Techniques, *National Surveys, *Public Schools, Racial Differences, *School Integration, Social Differences, Teacher Influence, Urban Schools

This study, conceived of as a follow-up of "Equality of Educational Opportunity," attempted to review longer term aspects of school achievement and to examine comparison data over a period of five to six years. The final sample of cities included three in the South, three in the North and one in the Middle Border region of the country. Over a period of six years the investigators moved from interview data, to objective testing of children, to interview data with community leaders, to a retest of some children remaining in three of the school systems, to the final report. A major innovation of this study was the development of the Wisconsin Cartoon test (WISCAR) which was designed to enable children to express feelings of racial awareness, social distance and perception of authority. The findings of the study include the following: The data indicate congruence with other major studies of social class, region of country and race as regards Achievement-IQ results. Teachers with relatively highly authoritarian attitudes had a depressing effect on Achievement-IQ levels which ranged from five to 40 IQ points. The WISCAR test indicated the strong impact on children of the race of teacher they have and the racial composition of the classroom where they are being taught. Community and school leadership is critical to the effecting of successful desegregation. (Author/JM)

ED 102 228 UD 014 540

Finkel, Lawrence S.

The Education Park and Its Community.

Pub Date 74

Note—22p. Speech before the Annual Institute on Urban Education (6th, New York, New York, July 1974)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Adult Education, After School Centers, *Community Involvement, Continuing Education Centers, *Educational Facilities, *Educational Parks, *Educational Planning, Educational Policy, Education Service Centers, Elementary Schools, Out of School Youth, Secondary Schools, Urban Education

Identifiers—New York, *New York City

The Education Park is designed to provide special facilities and services for community groups. By community groups we mean not only adults or those who have completed school, but school-age children regardless of their school affiliation who can reach the Education Park to utilize its facilities after the normal day school hours are completed. The principal means by which community personnel will be served at the Education Park is through the creation of an extensive youth and adult center. This center will provide a combination of recreational, avocational, and quasi-academic activities. Formal academic offerings will be provided through the following kinds of school organizations: (1) after-school study centers; (2) evening high school; (3) community education centers; and (4) summer school programs at the primary, intermediate, and high school levels. The total pupil capacity planned for the Northeast Bronx Education Park is 10,400 pupils. To provide more manageable numbers of pupils at each of the three levels, it has been decided to organize units at each school level. Pupils within each unit will remain in it for the duration of their stay at the school level (primary, intermediate, or high school) and will take the majority of their school program including their physical activities and lunch, with other students in the same unit. (Author/JM)

ED 102 229 UD 014 553

Blake, Peter

Our Housing Mess...And What Can Be Done About It.

American Jewish Committee, New York, N.Y. Inst. of Human Relations.

Pub Date 74

Note—76p.

Available from—Inst. of Human Relations Press, 165 E. 56 St., New York, New York 10022 (\$1.25)

EDRS Price MF-\$0.76 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—City Problems, Depressed Areas (Geographic), Economically Disadvantaged, Federal Government, Federal Programs, Government Role, Housing Industry, Housing Needs, Housing Patterns, Inner City, Low Rent Housing, Policy Formation, Political Issues, Public Policy, Real Estate

The housing crisis in the United States is primarily urban. Unlike areas of urban blight, rural slums are not slums of despair by any means. "Slums of despair" is a term used in a recent study of urban life to describe those areas in some of our inner cities whose inhabitants feel they are utterly trapped—that they stand little chance of improving their lot. In the study, these desperate regions were contrasted with so-called "slums of hope," where there was some visible evidence that government or the community was committed to building new housing or rehabilitating what existed, as well as to creating jobs. This book is concerned with the ways in which America's hopeless slums might be turned into healthy communities. In city after city, the reduction of housing stock has far outstripped the total construction of new housing. The reasons for this erosion of badly needed low-rent housing are complex. Housing subsidies—which means, primarily, subsidies for land acquisition, mortgage interest and rent—are absolutely essential if new housing is to be created to meet the needs of low-income families. But successive administrations and a Congress not particularly responsive to urban problems have cut back and will continue to cut back such subsidies, and so these indispensable programs are dying on the vine. (Author/JM)

ED 102 230 UD 014 557

Epstein, Erwin H., Comp.

Politics and Education in Puerto Rico: A Documentary Survey of the Language Issue.

Pub Date 70

Note—257p.

Available from—Scarecrow Press, Inc., 52 Liberty Street, P.O. Box 656, Metuchen, New Jersey 08842 (\$7.50, cloth)

Document Not Available from EDRS.

Descriptors—Acculturation, Bilingual Education, Catholic Schools, Cultural Education, Educational Policy, English (Second Language), Language Planning, Nationalism, Official Languages, Political Issues, Private Schools, Public Policy, Public Schools, Spanish Speaking Identifiers—Puerto Rico

This compilation, which is divided into three parts, brings together essays and documents representing a wide variety of views of the language question, especially as that issue relates to prospects for statehood and independence. Part 1 provides a general overview of the school language issue and evaluates the role that North American leaders play in fostering Puerto Rico's ambivalent nationality. In the opening essay, Gordon Lewis expresses the separatist's suspicion of English instruction. That the goals of language instruction have indeed been tied to the vagaries of political status is suggested in Secretary of Interior Harold Ickes' celebrated letter of May 22, 1943. Part 2 focuses on the significance of having English as the principal medium of instruction in many private schools. Commonwealth status has been accompanied by an increased stress on English in many private schools and a rapidly growing gap in quality and emphasis between public and private education. Roman Catholic schools, being the most numerous and influential of the private schools, have been the most frequent targets of criticism. Part 3 places Puerto Rico's school-language problems in a cross-cultural perspective, allowing us to use the experiences of other groups to assess the potential consequences of alternative language policies. (Author/JM)

ED 102 231 UD 014 615

Inequality in Education, Number 18, October 1974: Sex Discrimination.

Harvard Univ., Cambridge, Mass. Center for Law and Education.

Spons Agency—Office of Economic Opportunity, Washington, D.C.

Pub Date Oct 74

Note—66p.

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—Civil Rights, Educational Change, Educational Opportunities, Educational Policy, Federal Court Litigation, Federal Legislation, Government Role, Legal Problems, Public Education, Public Policy, Sex Discrimination, Student Rights, Womens Education

Identifiers—Education Amendments 1972, Kalamazoo, Michigan

The contents of this volume published by the Center for Law and Education, which was established to protect and advance the legal interests of the poor through research and action on the legal implications of educational policies, include the following articles: "Introduction" and "Sexism in Public Education: Litigation Issues," Susanne Martinez; "Sex Discrimination Against Students: Implications of Title Nine of the Education Amendments of 1972," Margaret C. Dunkle and Bernice Sandler; "Chapter 622: One State's Mandate," Regina Healy and Diane Lund, an examination of the first anti-sex discrimination legislation in the country, which was passed into law by the Governor of the Commonwealth of Massachusetts on August 5, 1971; "Kalamazoo: A Model for Change," Carol Ahlum, which examines the activities of the Committee to Study Sex Discrimination in the Kalamazoo Schools and the changes in school activities resulting from the actions of that committee; and "Judicial Standards for Determining Sex Discrimination," Paul Weckstein. Also included is a regular feature of the journal, "Notes and Commentary," which reviews current developments in the issues of sex discrimination, classification, corporal punishment, and student rights. (JM)

ED 102 232 UD 014 647

Richards, James M., Jr.

A Simulation Study of the Use of Change Measures to Compare Educational Programs. Report No. 183.

Johns Hopkins Univ., Baltimore, Md. Center for the Study of Social Organization of Schools.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Oct 74

Note—23p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Achievement Gains, Computer Programs, Educational Change, Educational Programs, Educational Research, Educational Testing, Evaluation Methods, Measurement Techniques, Post Testing, Pretesting, Program Evaluation, Research Methodology, School Role, Simulation, Statistical Analysis

Recent research results strongly suggest that the theoretical problems of change measures have limited practical significance for measuring individual growth, and it is important to determine whether this is also the case for measuring school impact. Accordingly, in this study artificial data were used to assess the correlation between several estimates of average student change in various schools and the "true" impact of the same schools. Because it seems desirable for artificial data to resemble real data, the computer procedure was designed to reproduce selected aspects of the Educational Testing Service Growth Study and of the Project TALENT study of high schools in the U.S. Results indicate that all estimates involving pretest-posttest differences measure school impact with reasonable accuracy. It is important to measure change over the entire course of learning, however, and not just over the later stages of learning. The correlations between change scores and other school characteristics reflect with reasonable accuracy the relationships between those characteristics and impact, but will be large only when the underlying relationships are substantial. Simple gain scores measure the true situation about as accurately as other change estimates, are easier to compute, and probably are more meaningful to nonresearchers. (Author/JM)

ED 102 233 UD 014 659

Rosenberg, Terry J.

Residence, Employment, and Mobility of Puerto Ricans in New York City. Research Paper No. 151.

Chicago Univ., Ill. Dept. of Geography.

Pub Date 74

Note—232p.

Available from—Univ. of Chicago, Dept. of Geography, 5828 S. University Avenue, Chicago, Illinois 60637 (\$5.00, paper)

Document Not Available from EDRS.

Descriptors—Acculturation, Census Figures, Employment Opportunities, Family Mobility, Housing Discrimination, Minority Groups, Occupational Mobility, Puerto Ricans, Relocation, Research Methodology, Residential Patterns, Social Mobility, Surveys, Urban Population

Identifiers—New York, New York City

This study relates the residential segregation or ghettoization of the Puerto Rican population in New York City to the employment opportunities, mobility and assimilation of the minority. Both ecological and individual level approaches are used to investigate three basic questions: (1) What are the mechanisms of the influence of ghetto residence on the employment, mobility and assimilation of Puerto Ricans in New York City? (2) Are there age, sex, educational, etc. differences in the effects of ghetto residence on the employment, mobility and assimilation of New York's Puerto Ricans? (3) Do the journey-to-work and residential migration experiences of upwardly-mobile Puerto Ricans demonstrate means of overcoming the negative influences of residential segregation? Three basic data sets are used in the study, each with particular strengths and weaknesses. First of all we consider a selected group of tracts from the 1960 Census of the New York SMSA. A second data set, taken from the 1968-69 New York Urban Employment Survey, allows the examination of the negative influences of residential segregation on an individual level. Finally, the journey-to-work patterns and the recent residential mobility experiences of a group of families from a Catholic parish in the Bronx are examined in a third part of the study. (Author/JM)

ED 102 234 UD 014 681

Lindert, Peter A.

Family Inputs and Inequality Among Children. Discussion Papers No. 218-74.

Wisconsin Univ., Madison. Inst. for Research on Poverty.

Spons Agency—Population Council, New York, N.Y.; Rockefeller Foundation, New York, N.Y.; Wisconsin Univ., Madison. Inst. for Research on Poverty.

Report No.—IRP-DP-218-74

Pub Date Oct 74

Note—93p.; Modified version of Chapter 8 and the Appendix C of a forthcoming book, "Fertility Scarcity in America"

EDRS Price MF-\$0.76 HC-\$4.43 PLUS POSTAGE

Descriptors—*Academic Achievement, *Birth Order, Child Development, *Family Characteristics, Family Influence, Family Planning, Family Resources, Parent Child Relationship, Poverty Research, *Research Methodology, Siblings, *Statistical Analysis, Success Factors, Surveys

Identifiers—New Jersey

In this paper, the author offers an expanded explanation of just what difference sibling position should make, and then subjects this reasoning to a test that seems to meet all of the objections raised about empirical work linking sibling position to achievement. More specifically, the author (1) lays out a simple proximate explanation of the way in which family size, birth order, and child spacing should influence a child's subsequent attainments by governing the time and other inputs he or she receives; (2) transforms these three dimensions of family structure into a single quantitative family-inputs index; (3) tests the link between sibling position and achievement within families as well as across families; and (4) presents calculations suggesting the order of magnitude of the impact of improved contraception on the subsequent inequality and level of a cohort's educational and career attainments. It turns out that the link between sibling position and achievement is significant even when age and parents' attributes have been held constant. The impact of improved contraception on the distribution of achievements in the next generation turns out to be as important, or possibly more important, than would be inferred from past studies. The family-inputs index emerges as an important variable for future studies. (Author/JM)

ED 102 235 UD 014 703

National Assessment of Educational Progress.

General Information Yearbook.

Education Commission of the States, Denver, Colo.

Spons Agency—Carnegie Corp. of New York, N.Y.; Ford Foundation, New York, N.Y.; National Center for Educational Statistics (DHEW/OE), Washington, D.C.

Report No.—R-03-04-GIY

Pub Date Dec 74

Note—56p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$1.20)

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—*Academic Achievement, Age Differences, *Annual Reports, Geographic Distribution, Longitudinal Studies, Mathematics Education, Music Education, *National Surveys, Research Methodology, Science Education, Sex Differences, Social Studies, *Statistical Analysis, *Yearbooks

This, the second General Information Yearbook, is designed to assist the reader in understanding Assessment findings. Report 03/04-GIY relates especially to the learning areas assessed during the third and fourth years of the project: social studies, music, mathematics, and science. It presents an overview of National Assessment, describing its purpose, history, and methodology, and then goes on to devote a chapter to each of the major steps in the intricate research/dissemination process. The chapters are organized to tell how the assessment is carried out and subsequently how its data are reported and used. National Assessment's (NAEP) principal objective is to assess the changes over time in educational achievement of four age groups in the U.S. In addition to the national results for each age group, results are reported within each age level for certain major subpopulations, such as geographic region and sex. To do so, NAEP had developed two baseline measures: (1) an estimate of the percentage of persons in each of the populations who gave a certain response to a specific exercise, and (2) an estimate of the difference between the performance of a subpopulation and the performance of the total age population. Measures of change will reflect comparisons of these statistics over time. (Author/JM)

ED 102 236 UD 014 753

Slavin, Jill A. Taylor, Myrtice M.
Emergency School Aid Act Pilot Project. Final Report, 1973-74. Research and Development Report, Volume 7, Number 7, December, 1974.

Atlanta Public Schools, Ga.

Pub Date Dec 74

Note—48p. Pages 27, 28, and 38 may not be clearly legible on reproduction, due to the print quality of the original

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—*Bilingual Education, Changing Attitudes, Elementary School Students, Integration Effects, *Program Evaluation, Race Relations, Racial Attitudes, Racial Integration, *Resident Camp Programs, School Integration, Spanish Speaking, Student Teacher Relationship, Urban Education

Identifiers—*Atlanta, *Emergency School Aid Act, Georgia

The Atlanta Public Schools operated a pilot project under the Emergency School Aid Act (ESAA) from July 1, 1973 through June 30, 1974. The pilot project was subdivided into two parts. Part One, the Camp Learning Center Project, proposed the establishment of interdisciplinary educational, interracial, and cultural experiences in a camp setting for 1100 sixth grade pupils. Each child was enrolled in the program for a period of 13 weeks. During the first six weeks the children and their teacher planned the activities they would conduct at camp. The students prepared for this experience by studying a variety of subjects that would help them accomplish their goals. The children spent the seventh week at the Camp Learning Center, from Monday morning to Friday afternoon. While at camp, the children participated in group study, individual tutoring, and recreational and social activities. Following the camp week, the students continued their studies in their chosen areas and evaluated their camp experience for the final six weeks of the program. The major purpose of Part Two, the Bicultural project, was to reduce isolation and educational problems related to non-English speaking pupils and pupils with first language interferences. Thus the project proposed to extend services which would meet the needs of immigrant pupils and aid them in making proper adjustment in their learning situations. (Author/JM)

ED 102 237 UD 014 754

Johnson, Daniel M. And Others

Black Migration to the South: Primary and Return Migrants.

Sangamon State Univ., Springfield, Ill.

Spons Agency—Missouri Univ., Columbia.

Agricultural Experiment Station; Public Health Service (DHEW), Washington, D.C.

Pub Date 74

Note—41p.; Article from a larger project, "Migration of Negroes to the South"

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Age Differences, *Census Figures, *Demography, Educational Background, Income, Marital Status, Migrants, *Migration Patterns, National Surveys, *Negroes, Occupational Surveys, Rural Areas, Rural Resettlement, Sex Differences, *Southern States

Migration is generally conceptualized in terms of "streams" and "counterstreams." A stream is a group of migrants having a common origin and destination in a given migration period. The movement in the opposite direction is called its counterstream. The latter is usually the smaller of the two. A counterstream can be divided into two components: first time movers to an area (Primary Migrants) and return movers (Return Migrants). The purpose of this paper is to examine the feasibility of the differentiating between primary and return migrants within the Black counterstream, that is, Black migration to the South. A counterstream migration of Black people to the South has existed for many decades. The Census data indicates this counterstream has been steadily increasing from the first data available in 1935-1940 through the 1973 data from the Current Population Survey. As part of a larger study of Black migration to the South, the data for this analysis were derived from the Public Use Tapes of the 1970 Census of Population and Housing. Given the nature of selectivity in migration, certain socio-demographic and socioeconomic factors have been selected for analysis. The variables presented for analysis correspond to those variables showing themselves as useful measures of distinctions between migrant groups: age-sex relationships, marital status, education, income, and occupation. (Author/JM)

ED 102 238

Waghenheim, Kai

"Thorough and Efficient" Public School Education for Puerto Rican Children in New Jersey.

Puerto Rican Consortium for a Thorough and Efficient Education, Newark, N.J.

Spons Agency—New Jersey State Dept. of Education, Trenton. Office of Program Development.

Pub Date 74

Note—36p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Bilingual Education, *Community Attitudes, Educational Needs, *Educational Objectives, Educational Opportunities, *Educational Policy, Educational Quality, Educational Resources, Employment Practices, Public Education, *Puerto Ricans, Resource Allocations, Spanish Speaking

Identifiers—*New Jersey

On April 3, 1973, the New Jersey Supreme Court declared that the current method of financing the state's public school system violates the requirement of the New Jersey constitution that: The legislature shall provide for the maintenance and support of a thorough and efficient system of free and public schools for the instruction of all children in this state between the ages of five and 18 years. In this document, the Puerto Rican Consortium For a Thorough and Efficient Education presents the views of New Jersey's Puerto Rican community on the issue of a "thorough and efficient" education. This document lists priorities which are viewed as essential if children of Puerto Rican birth or parentage in New Jersey are to receive a "thorough and efficient" education. Among the priorities are: (1) Allocation of public school funds based on needs. (2) Establishment of bilingual/bicultural programs for all children whose English-language deficiency prevents them from effectively taking part in the learning process. (3) Affirmative action to recruit and train Puerto Rican and other Hispanic personnel for professional positions in teaching and related support services. The views in this document were solicited at conferences and public meetings, in "man on the street" public polls, and by requesting written studies and position papers from professionals engaged in studies of education. (Author/JM)

ED 102 239

Hidalgo, Hilda A.

The Puerto Ricans of Newark, N.J.

Aspira, Inc. of New Jersey, Newark.

Pub Date 71

Note—48p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—*Community Characteristics, Community Surveys, *Demography, Economic Factors, Educational Background, Family Characteristics, Health Needs, Institutional Facilities, *Life Style, *Puerto Ricans, Recreation, Religious Factors, Social Problems, Urban Population

Identifiers—Newark, *New Jersey

The study reported here attempted to answer the following questions: Who are the Puerto Ricans living in Newark? What are some of their characteristics, such as their family composition, education, length of residence in Newark, religious affiliations and economic situation? What are some of their basic life styles? How do Puerto Ricans in Newark view certain basic institutions in education, social services and health, and how do they relate to those institutions? What are some potential or actual areas of conflict between the Puerto Rican life styles and life styles viewed as "American"? What specific actions could be recommended? The bulk of the data was gathered through interviewing adult members of the 120 families randomly picked for the sample. All interviewers were Puerto Ricans. In addition, other data was gathered through interviewing community leaders and agencies. Such data included the number of Puerto Ricans served and employed by different helping agencies and institutions, surveying prices of typical Puerto Rican food items and visiting religious stores and observing what customers bought. Associated with the author in the fieldwork phase of this study from January 1970 to June 1970 were the students of the class, Puerto Rican Life Styles and the American Urban Experience, of Living-

ston College; Rutgers, the State University of New Jersey. (Author/JM)

ED 102 240 UD 014 757

Kamii, Constantine

One Intelligence Indivisible.

Illinois Univ., Chicago. Coll. of Education.

Pub Date 25 Nov 74

Note—19p; Revised version of keynote address at the National Association for Education of Young Children Annual Conference (Washington, D.C., November 24, 1974)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Academic Ability, Cognitive Development, Cognitive Processes, *Curriculum Development, *Educational Objectives, Individual Development, *Intellectual Development, *Intelligence, Learning Readiness, Logical Thinking, *Mental Development, Performance Based Education

In this paper it is shown that one's conception of intelligence and its development profoundly affects the formulation of educational objectives. A mechanistic conception of intelligence leads to the definition of objectives as a collection of fragmented "cognitive skills" that have little to do with children's development of intelligence. A Piagetian conception, on the other hand, leads to attempts to develop children's intelligence as an organized whole. Intelligence is not something that we can educate separately by pasting it onto the child. It is rooted in the biological origins of a whole organism and develops as a highly interdependent whole. Our comprehension of reality, or the way in which we understand reality, precedes and largely determines how we react to it. Whatever specific objective we may define in education must, therefore, support and enhance qualities such as autonomy, so that intelligence can develop as a coherent, powerful whole. If we want this intelligence to develop into something powerful enough to overcome the natural human tendencies to see reality in terms of emotional needs and to accept easy ready-made answers, we must educate children to deal logically with reality itself. By compartmentalizing academic skills and separating them from the development of intelligence, schools too often produce passive students who wait to be told what to think next. (Author/JM)

ED 102 241 95 UD 014 758

Evaluation Report of the Fall River Middle School Research and Development Center Title VII Program, 1973-1974.

Heuristics, Inc., Dedham, Mass.

Spons Agency—Fall River Public Schools, Mass.

Pub Date 74

Note—222p.

EDRS Price MF-\$0.76 HC-\$10.78 PLUS POSTAGE

Descriptors—*Bilingual Education, Community Involvement, Curriculum Development, *English (Second Language), Guidance Services, Instructional Materials, *Middle Schools, Paraprofessional School Personnel, Portuguese, *Program Evaluation, Staff Improvement

Identifiers—Elementary Secondary Education Act Title VII, ESEA Title VII, Fall River, *Massachusetts

This report presents the evaluation of the 1973-1974 Fall River Middle School Research and Development Center, a project funded by ESEA Title VII as a model demonstration bilingual program beginning in 1972-1973. The evaluation focused on the assessment of the degree of accomplishment of product objectives for each component of the program. The program had a total enrollment of 244 students—161 Portuguese dominant students and 83 English dominant students. The program served 119 fifth grade and 127 sixth grade students. Fifth grade English dominant students were selected for the program from the fourth grade student population who would normally be going into the fifth grade during the 1973-1974 school year. Fifth grade Portuguese dominant students were selected through consideration of two factors in addition to their language dominance—school age and neighborhood. The sixth grade students are last year's fifth grade bilingual students. The staff included the following personnel: project director, staff development specialist, English as a Second Language Coordinator, guidance counselor, parent-community coordinator, four curriculum specialists, 12 teachers, four teacher

aides, and an audio-visual materials development assistant. The average class size for the 12 classes—four each at the three participating schools—was 20 students per class. (Author/JM)

ED 102 242 UD 014 766

Bolner, James Shanley, Robert

Busing: The Political and Judicial Process.

Pub Date 74

Note—257p; Special Studies in U.S. Economic,

Social, and Political Issues Series

Available from—Praeger Publishers, Inc., 111 Fourth Avenue, New York, New York 10003 (\$17.50, cloth)

Document Not Available from EDRS.

Descriptors—Bus Transportation, Free Choice Transfer Programs, *Government Role, *Integration Litigation, *Integration Methods, Integration Studies, *Political Issues, Racial Integration, Restrictive Transfer Programs, School Community Relationship, School Integration, Student Transportation

Chapter one examines the constitutional context of the busing issue and focuses on the way courts have dealt with the problem. Attention is divided between the United States Supreme Court's rulings and the work of the lower courts. When courts have required busing for desegregation there has almost inevitably been considerable public opposition. Chapter two concentrates on the Congress' response to the busing crisis. The development of the issue is traced with special emphasis on the growth of the anti-busing movement outside the South. In chapter three, which deals with presidential politics and busing, the politics of busing in the presidential campaigns of 1964, 1968, and 1972 has been analyzed, and the political, rather than the legal, administrative and educational dimensions of the problem in the Kennedy, Johnson, and Nixon administrations, have been discussed. Chapter four deals with state politics and busing; the politics of racial balance and the role of busing to achieve that goal is treated in two case studies in New York and Massachusetts. In chapter five, the limited systematic studies of the politics of desegregation and busing are reviewed. In addition are analyzed some of the community contextual factors associated with participation and nonparticipation in central city-suburban voluntary pupil transportation projects in the Boston and Hartford metropolitan areas. (Author/JM)

ED 102 243 UD 014 776

Crain, R. L. And Others

Design for a National Longitudinal Study of School Desegregation: Volume 1. Issues in Theory and Method.

Rand Corp., Santa Monica, Calif.

Spons Agency—Commission on Civil Rights, Washington, D.C.

Report No.—R-1516-1-USCCR

Pub Date Sep 74

Note—95p; For Volumes 2 and 3 See UD 014 777 and 778

Available from—Rand Corporation, 1700 Main Street, Santa Monica, California 90406 (\$7.00)

Document Not Available from EDRS.

Descriptors—Changing Attitudes, *Integration Effects, Integration Studies, *Longitudinal Studies, Mexican Americans, *National Surveys, Negro Education, Public Policy, Puerto Ricans, *Research Design, Research Methodology, School Community Relationship, *School Integration, Student Attitudes

This report is the response to a request from the United States Commission on Civil Rights that a research program be designed to accomplish two tasks: (1) to measure the effectiveness of different desegregation strategies in providing equality of educational experiences to black, Puerto Rican, Mexican-American, and Anglo students; (2) to provide policy-makers with information about the problems that arise in school desegregation and with research results from which they can recommend national and local policies to help desegregation become more effective. Section 1 attempts to construct an appropriate theoretical frame of reference. Section 2 presents the general methodological perspective of this design. Section 3 discusses in more detail the logic of the most important design aspect: that all of the proposed studies are longitudinal. Section 4 develops the major theoretical issues of the study in three parts: the community as a whole, the impact of desegregation on student attitudes and performance, and five specific school

factors which seem especially important in making desegregated schools effective. Section 5 reexamines the desegregation issue from the perspective of two minorities of Spanish-language background. These five sections of Volume 1 constituted the theoretical basis for the design presented in Volume 2. (Author/JM)

ED 102 244 UD 014 777

Crain, R. L. And Others

Design for a National Longitudinal Study of School Desegregation: Volume 2. Research Design and Procedures.

Rand Corp., Santa Monica, Calif.

Spons Agency—Commission on Civil Rights, Washington, D.C.

Report No.—R-1516-2-USCCR

Pub Date Sep 74

Note—145p; For Volumes 1 and 3, see UD 014 776 and 778

Available from—Rand Corporation, 1700 Main Street, Santa Monica, California 90406 (\$7.00)

Document Not Available from EDRS.

Descriptors—Academic Achievement, Changing Attitudes, College Attendance, *Integration Effects, Integration Studies, *Longitudinal Studies, Mexican Americans, *National Surveys, Puerto Ricans, *Research Design, Research Methodology, School Community Relationship, *School Integration, Student Attitudes

The U.S. Commission on Civil Rights asked the Rand Corporation to prepare a design for an exhaustive research program on school desegregation. This is Volume 2 of the final report. The 11 sections of this volume describe a general design for a research program in school desegregation. Section 6 describes a community reaction survey. In Section 7 we outline a one-year longitudinal study of student attitudes and achievement in a sample of 1600 elementary, junior high and high schools. In Sections 8 and 9 we describe four substudies: each takes a subsample of schools and pursues a particular topic more intensively. Section 10 discusses the sample. Section 11 is a design for a study of the impact of desegregation policies on the exodus of whites from central cities. Section 12 discusses how the studies of innovative schools can be converted to the more powerful methodology of the randomized experiment. Section 13 discusses how three existing panels of young adults can be used to test hypotheses about the impact of different types of desegregation on social-psychological laboratory experiments to test hypotheses about the dynamics of race relations in schools. Finally, Sections 15 and 16 discuss general problems of the program. (Author/JM)

ED 102 245 UD 014 778

Crain, R. L. And Others

Design for a National Longitudinal Study of School Desegregation: Volume 3. Appendices.

Rand Corp., Santa Monica, Calif.

Spons Agency—Commission on Civil Rights, Washington, D.C.

Report No.—R-1516-3-USCCR

Pub Date Sep 74

Note—373p; For Volumes 1 and 2, see UD 014 776 and 777

Available from—Rand Corporation, 1700 Main Street, Santa Monica, California 90406 (\$5.00)

Document Not Available from EDRS.

Descriptors—Educational Research, *Integration Effects, Integration Studies, Longitudinal Studies, *Measurement Techniques, *National Surveys, Research Design, *Research Methodology, Research Problems, *Sampling, School Integration, Statistical Analysis, Student Attitudes, Teacher Attitudes

Appendix A, "Data Analysis When Students Change from Smaller to Larger Schools between the Pre-test and Post-test of the First Year," discusses a methodological problem involved in planning the approximate number of questionnaires to be administered in program. Appendix B, "Estimates of Sample Sizes and Data Collection Costs," includes five tables. Tables 1 and 2 show estimated numbers of schools, students, and teachers for each year of the program. Table 3 shows an approximate cost estimate for data collection, and Table 4 indicates how sample sizes would change if the experimental version of the study were used. Table 5 gives the costs of implementation of the experimental innovations. Appendix C contains basic questionnaires and test batteries to be used in the various surveys. These include student questionnaires, noncognitive out-

comes, teacher questionnaire, principal questionnaire, superintendent questionnaire, parent questionnaire, community leadership questionnaires, bibliography, and classroom observation instruments. Appendix D describes Jensen's Method 2 for unequal probability sampling as well as for probability lattice sampling. Also discussed are options that enhance flexibility, involving cell size, zero cells, multidimensions, unequal margins, and noninteger margins. The "Replicability of Results" problem is also examined. (Author/JM)

ED 102 246 UD 014 779

Crain, R.L.
Design for a National Longitudinal Study of School Desegregation: Executive Summary.
Rand Corp., Santa Monica, Calif.

Spons Agency—Commission on Civil Rights, Washington, D.C.

Report No.—R-1516-USCCR

Pub Date Sep 74

Note—20p.; For the complete report, see UD 014 776-778

Available from—Rand Corporation, 1700 Main Street, Santa Monica, California 90406 (\$1.00)
Document Not Available from EDRS.

Descriptors—Civil Rights, Educational Opportunities, Educational Policy, Ethnic Groups, *Integration Effects, Integration Methods, Integration Studies, *Longitudinal Studies, *National Surveys, Public Policy, Racial Integration, *Research Design, Research Methodology, *School Integration

This is a final report to the United States Commission on Civil Rights, which requested The Rand Corporation to prepare a design for a research program on school desegregation. The report's audience is the group of policy-makers and research scientists who would be concerned with developing such a research program. This volume contains an overall summary of the proposed design. The body of the report is in two additional volumes: Volume 1 discusses the numerous theoretical and methodological issues involved in the design and serves as a preamble to and rationale for Volume 2, which gives the detailed design. Rand has also prepared appendices containing a draft set of questionnaires and other research instruments. The research program is designed to accomplish two tasks: first to measure the effectiveness of different desegregation strategies in providing equality of educational experiences to black, Puerto Rican, Mexican-American, and Anglo students; second, to provide policy-makers with information about the problems that arise in school desegregation and with research results from which they can recommend national and local policies to help desegregation become more effective. From a research perspective it is efficient and practical to combine these two charges into a single research program. (Author/JM)

ED 102 247 UD 014 780

Farkas, George
The Demography of Urban Poverty: North and Latin America.

Yale Univ., New Haven, Conn. Center for the Study of the City and its Environment.
Pub Date Jul 73

Note—33p.; Prepared as a visitor to the Brookings ECIEL Conference (San Jose, Costa Rica, July 1973)

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Census Figures, City Problems, *Comparative Analysis, *Demography, *Economically Disadvantaged, Family Characteristics, Family Income, Family Resources, Family Status, Poverty Research, Research Design, Research Methodology, Statistical Analysis, *Urban Population
Identifiers—*Puerto Rico

The similar structure of present-day North American cities makes it impossible to study urban poverty as anything other than a concomitant of the possession of certain demographic characteristics the penalty for which is imposed on a society-wide level. By shifting our focus, however, to incorporate both Latin American cities and North American cities in previous stages of their history it should be possible to increase our understanding of the distribution and nature of poverty as it depends on urban structure. The research reported here is based on 1953 and 1963 data on Puerto Rican households collected

by the Bureau of Labor Statistics. Certain tentative conclusions were reached: (1) As compared with the U.S., Puerto Rican poverty is less closely linked to stigmatized demographic status. This may be due to the absence of blacks. (2) As is the case in the U.S., Puerto Rican urban residence serves to somewhat ameliorate poverty. This seems to be due both to higher wages and to public assistance. (3) Family size and sex of head are the principal determinants of income among the poor. Sources of income vary slightly by area in the magnitude of their contribution. (4) The urban poor spend relatively more on housing and less on clothing than rural residents. There was no evidence for an urban "mass consumption" effect. (Author/JM)

ED 102 248 UD 014 782

Research for New School Programs: A Guide for Program Planners.

Center for New Schools, Inc., Chicago, Ill.
Spons Agency—Illinois State Office of the Superintendent of Public Instruction, Springfield. Illinois Network for School Development.

Pub Date 20 Jul 73

Note—31p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Data Analysis, Educational Planning, *Educational Programs, *Educational Research, Experimental Programs, *Guides, Measurement Techniques, Pilot Projects, Program Development, *Program Planning, Program Proposals, Public Schools, *Research Methodology, Research Utilization

This research guide is designed to help people who are working on the development of new educational programs for public schools. By outlining some of the major questions and problems that relate to research of new programs and by suggesting some practical steps, this guide attempts to aid planning groups in the use of research techniques. Research requires consideration of how information is collected and analyzed. The researcher considers the effect of the research approach itself on his conclusions. Before developing a research plan, the basic reasons for doing the research must be clarified. Once the overall questions of the research are clear the next step is to determine what approaches to the collection, analysis, and presentation of information will most productively lead to the research goals. The uses, limits, and costs in terms of time and money are indicated for each approach discussed here as well as some suggestions for implementing that approach. Once the information is collected, the analysis of the information will determine the quality of the conclusions. Much of the best analysis of new school programs has been done by program participants who have had no formalized training in research. The choice of how to present research conclusions should be based on your audience as well as the purpose for presentation. (Author/JM)

ED 102 249 UD 014 783

Seifer, Nancy
Absent from the Majority: Working Class Women in America.

American Jewish Committee, New York, N.Y.
Inst. of Human Relations.

Pub Date 73

Note—85p.

Available from—National Project on Ethnic America, American Jewish Committee, 165 E. 56th Street, New York, New York 10022 (\$1.25)

Document Not Available from EDRS.

Descriptors—Changing Attitudes, Educational Problems, Employment Problems, *Ethnic Groups, Family Characteristics, *Feminism, Laborers, *Life Style, Lower Class, Sex Discrimination, Sex Role, *Social Change, Socioeconomic Status, Womens Education, *Working Women

This report is an attempt to draw together the few existing studies and surveys of working class women, as well as the firsthand experiences of community leaders, organizers, and observers around the country, to provide an impressionistic overview of the ways in which working class women's lives are beginning to depart from many long-standing traditions. There are many broad-sweeping changes taking place in American society which will affect the lives of all women to varying degrees: women are having fewer children and will be homebound for fewer years;

more educational and employment opportunities are available; growing numbers of divorced and single women must fend for themselves; and the women's movement has created a new sense of possibility. The utilization of women's skills and potential is becoming increasingly necessary. Those women with the least education, occupational skills, experience, and resources to cope with a rapidly changing society will be at the greatest disadvantage. There is a broad range of concerns, still largely unexplored, which are unique to working class women. They stem from a combination of limited education and limited experience outside the home, neighborhood, and perhaps the workplace; and from a clash between traditional role expectations for women and conflicting pressures to play a role more equal to men. (Author/JM)

ED 102 250 UD 014 784

Hake, Barry, Ed.
Compensatory Education. Paedagogica Europaea; Review of Education in Europe, Volume 9, Number 2, 1974.

Spons Agency—Council for Cultural Cooperation, Strasbourg (France); European Cultural Foundation, Amsterdam (Netherlands).
Pub Date 74

Note—151p.

Available from—Georg Westermann, Braunschweig, W. Germany (\$14.50)
Document Not Available from EDRS.

Descriptors—Adult Education, *Compensatory Education, *Disadvantaged Youth, Educational Alternatives, *Educational Opportunities, Educational Planning, Educational Research, Higher Education, *Literature Reviews, Post Secondary Education, Secondary Education, Teacher Attitudes
Identifiers—England, *Europe, France, West Germany

This volume focuses on a single theme of central importance in contemporary European education: compensatory education. The document begins with an introduction by Barry J. Hake. There follows a deliberately polemical analysis of the relationships between social and educational ideologies by Gras. Zimmer takes up the conceptual distinction between strategies of compensation and emancipation in his discussion of curriculum development. Five papers follow which examine some policy implications of the development of recurrent education. Special attention is paid to the provision of "second chance" opportunities for adults and the reform of post-compulsory education. The focus of attention changes in the last two articles. The problems of evaluating innovative programmes are examined by Punch. He points out the resistance of some innovators to scientific evaluation of their activities. Finally, Finlayson reports on an empirical study of teachers' goal conceptions and the relationship of their schools to the outside social environment. This paper suggests some interesting problems of the relationship between post-compulsory education and work. Articles 2 and 7 are in French. Summaries of each article are provided in English. (Author/JM)

ED 102 251 UD 014 785

Rossi, Peter H. And Others
The Roots of Urban Discontent: Public Policy, Municipal Institutions, and the Ghetto.

Johns Hopkins Univ., Baltimore, Md. Center for Metropolitan Planning and Research.

Spons Agency—Ford Foundation, New York, N.Y.; National Inst. of Mental Health (DHEW), Rockville, Md. Center for Studies of Metropolitan Problems.

Pub Date 74

Note—499p.; Wiley Series in Urban Research
Available from—John Wiley & Sons, 605 Third Avenue, New York, New York 10016 (\$14.95, cloth)

Document Not Available from EDRS.

Descriptors—Business, *City Government, *City Problems, Educational Problems, Employment Problems, Field Interviews, *Ghettos, Marketing, National Surveys, Negroes, Police Community Relationship, Policy Formation, *Political Power, *Public Policy, Welfare Problems

The central concern of this volume is to examine the interrelationships between three levels of urban social structure: (1) local public policy-makers, comprised of elected public officials, the heads of major municipal departments, and "civic notables," or persons who play important roles in

urban civic life; (2) "institutional agents," or persons who operate on the grass roots levels of important urban structures, for example, policemen, teachers, case workers, retail merchants, and personnel offices of major employers; and (3) rank-and-file black citizens. The design of the study is comparative. Fifteen cities were examined, representing 13 of the 15 major metropolitan areas of the U. S. The historical context is early 1968 when the field work for the study was undertaken. The research described in this volume tends to support three major conclusions: First, the central institutions of different cities treat their black citizens quite differently. Second, black citizens keenly appreciate those differences. Third, the different treatment of blacks from place to place depends on the political strength that they can muster. In cities where blacks are a large proportion of the electorate, municipal administrations tend to be more attentive to black leaders. In cities where blacks are poorly organized or constitute a small minority, black citizens tend to get short shrift. (Author/JM)

ED 102 252 UD 014 786
We, the Americans: Our Cities and Suburbs.

Bureau of the Census (DOC), Suitland, Md.
Pub Date May 73

Note—17p.

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D.C. 20402 (\$0.45, domestic post paid)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Academic Achievement, *Census Figures, *Metropolitan Areas, *National Demography, Parochial Schools, Population Distribution, Population Trends, Private Schools, Public Schools, Residential Patterns, *Rural Urban Differences, *Student Enrollment, Urban Areas

The 1970 Census showed that we Americans are an urban people. Seven of every 10 U.S. residents live in metropolitan areas: 3 in central cities and 4 in suburban areas. The movement to the suburbs swelled to high tide in the 1950's. Although it abated somewhat in the 1960's, it reached an historic height in 1970. In April 1970 there were 203.2 million inhabitants in the 50 States and the District of Columbia. Almost 70 percent (nearly 140 million) lived in the 243 SMSA's; 32 percent (about 64 million) lived in the 308 central cities; and 37 percent (nearly 76 million) lived in the suburbs. Although overall there was a small gain in population for central cities between 1960 and 1970, a great many cities actually lost population. If past trends continue, nearly half of the American people will be living in the suburban portions of our metropolitan areas by 1985. And one-third of the central city population will be black by 1985, compared with one-fifth at present. We can expect the greatest growth to be in middle-sized SMSA's, those that now have between 500,000 and two million inhabitants. The old image of suburbia as a fringe of "bedroom communities" is fading. Satellite communities, complete with most consumer-oriented facilities and services once located exclusively in the city, are springing up to serve the rapidly growing suburban population. (Author/JM)

ED 102 253 UD 014 787

We, the Youth of America.

Bureau of the Census (DOC), Suitland, Md.
Pub Date Jun 73

Note—15p.

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D.C. 20402 (Stock No. 0324-00043; \$0.40 domestic post paid)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Academic Achievement, *Census Figures, Geographic Distribution, Income, *Marital Status, Minority Groups, National Demography, *Occupational Surveys, Out of School Youth, Population Trends, Racial Distribution, *Socioeconomic Status, Voting, *Youth, Youth Employment

One person in five—42.4 million Americans—belongs to youth, viz. those who are 14 to 24 years of age. The 1970 census showed that there were 1.8 million Spanish heritage young Americans between 15 and 24 years of age. The number of white youth is estimated to be 36.6 million. The estimate for blacks and other racial

minorities was 5.8 million in 1972. In youth, the population balance between the sexes is almost even. In 1970, for example, the census showed that there were 19.6 million men and boys among youth and 19.9 million women and girls. The 1972 estimate of 42.4 million youth was higher than the 1970 census total of 39.5 million Americans 14 to 24. Population growth accounts for the difference between these figures. Overall, the proportion of all young Americans enrolled in school or college in 1972 was 55 percent. Statistics hint at the Nation's preoccupation with young America—one of five belongs to youth, educational attainment going up, income an important fraction of the whole income spectrum, 44 percent on the move in one year, older at first marriage, and so on. Perhaps, though, the recent stress on youth is lifting. Declining birth rates since the late 1960's suggest a somewhat different future for youth. Not better. Not worse. Different, along with the good that always comes with being 14 to 24 years of age. (Author/JM)

ED 102 254 UD 014 788

We, the Asian Americans.

Bureau of the Census (DOC), Suitland, Md.

Pub Date Jun 73

Note—14p.

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D.C. 20402 (Stock No. 0324-00043; \$0.40 domestic post paid)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Asian Americans, *Census Figures, Chinese Americans, Employment Statistics, Ethnic Groups, Filipino Americans, *Geographic Distribution, Japanese Americans, Korean Americans, National Demography, *Population Trends, Racial Distribution, Residential Patterns, *Socioeconomic Status

On April 1, 1970, we were counted along with the rest of the people in the nation. The Census Bureau found that we constitute about one percent of the population. There are 1,369,412 of us—591,290 Japanese-Americans, 435,062 Chinese-Americans, 343,060 Filipino-Americans, 70,000 Korean-Americans, 100,000 Hawaiians, 107,000 Turkish, 85,000 Lebanese, 59,000 Israelis, 59,000 Syrians, 88,000 other Western Asians, 9,000 Pakistanis, 76,000 Indians, and 108,000 other Asians. In the decade 1960 to 1970, our number increased more than 55 percent while the entire U.S. population increased by 13.3 percent. For the most part, we have remained in the West near where our parents and grandparents settled when they arrived to work in old California. Only the Chinese-Americans have crossed the country in significant numbers to settle in the Northeast. About half of us live in just three metropolitan areas. 1.2 million of us—90 percent of our total—live in urban areas. Our median family income is higher than ever before, and for most of us, it is higher than the 9,596 dollars which was the national median in 1969. The 1970 Census showed that 182,000 or 48 percent of our homes were owned or being bought by the families living in them. Some 622,000 of us constitute our labor force and all but three percent of these are employed. (Author/JM)

ED 102 255 UD 014 789

Clarke, Stephen J.

Alternatives in Public Education: A Summary.

Spons Agency—New England School Development Council, Newton, Mass.

Pub Date 21 May 74

Note—21p.; A summary of a conference sponsored by the New England School Development Council (Bedford, New Hampshire, May 1974)

Available from—New England School Development Council, 55 Chapel Street, Newton, Massachusetts 02160 (\$1.00, prepaid)

EDRS Price MF-\$0.76 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—Community Involvement, Curriculum Development, *Educational Alternatives, Educational Change, Elementary Schools, High Schools, Individualized Instruction, Junior High Schools, *Public Education, School Community Relationship, *School Organization, Suburban Schools, Urban Schools

Identifiers—Connecticut, *Massachusetts

The conference program included four alternative schools which are really unique in that each of the four schools operates with the expressed

approval of the board of education or school committee in its particular community and each receives some portion of its support, both financial and moral, from the same board of education or school committee. These are not rejections of the system, they are expressions of the willingness of the system to offer alternatives to itself. The South Arsenal Neighborhood Development Corporation. Everywhere school is but one of the products of concentrated neighborhood efforts, over the past 10 years, to improve living conditions in Hartford, Connecticut. The community of Arlington, Massachusetts, has two satellite junior high school programs operating in two separate locations. Each accommodates 100 youngsters in grades 7 and 8. Worcester, Massachusetts has so many alternative school programs that they have been combined under one administrative office. Basically, these alternative programs break down into two categories—General Alternative Programs and Specialized Alternative Programs which are designed for "school phobics," truants and recalcitrant students. A model for many local alternative high schools is The Home Base School in Watertown, Massachusetts. (Author/JM)

ED 102 256 UD 014 790

Franklin, Anderson J. Fulani, Lenora

Cultural Content of Materials and Ethnic Group Performance in Categorized Recall.

Pub Date 74

Note—25p.

Available from—Dr. A. J. Franklin, Rockefeller University, New York, New York 10021 (Free of charge)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Adolescents, *Classification, Cluster Grouping, Cultural Background, *Cultural Factors, Ethnic Groups, High School Students, Learning Processes, Memory, *Mnemonics, Racial Differences, *Recall (Psychological), Recognition, *Urban Youth

Identifiers—New York City

This study begins a systematic examination of the role that content of materials used in experimental free recall tasks, as well as the origin plus the appropriateness of designated "conceptual categories," play in determining mnemonic performance of different groups. It will deliberately engineer the way materials are derived and constructed for recall tasks. This study started by eliciting information on a set of categories generated by those who have been consistently shown to cluster and recall relatively poorly—lower class black high school dropouts. They were compared with white middle class parochial high school students on tasks developed from experiences of similar urban black youth. Prior to conducting the recall study, a group of 75 black adolescents living in and attending school in Central Brooklyn were employed to generate recall materials. Thirty-four black and white adolescents recalled a list of 30 words. There was no significant difference between groups in the amount recalled. Black adolescents clustered more than white adolescents with a high correlation between amount recalled and clustering. Analysis of within list category responses suggests that the "black categories" depressed the categorized recall of white adolescents. The results indicate that cultural origin of materials can alter standard expectations of ethnic group performance. (Author/JM)

ED 102 257 UD 014 791

Gordon, Edmund W. And Others

Report of the Philadelphia School District Title I Evaluation and Review Committee: 1973/74 Academic School Year.

Pub Date 74

Note—222p.

EDRS Price MF-\$0.76 HC-\$10.78 PLUS POSTAGE

Descriptors—*Advisory Committees, Educational Objectives, Federal Court Litigation, *Law Enforcement, Parent Participation, Program Administration, Program Budgeting, *Program Evaluation, Program Planning, Program Proposals, *School Community Relationship, School Districts

Identifiers—Elementary Secondary Education Act Title I, ESEA Title I, Pennsylvania, *Philadelphia

The major responsibilities of the committee whose background and activities are reported here were: (1) to examine and review data on

Title 1, Elementary Secondary Education Act programs in the school district and on the basis of this review and evaluation to advise the school district, Title 1 Parent Advisory Council, the State Department of Education, and the Philadelphia Welfare Rights group concerning changes necessary in educational projects and direct those changes; (2) to direct termination of those projects which do not meet the objectives outlined in Philadelphia's 1972-73 application and the stipulations of Title 1 if changes and modifications are not sufficient to facilitate compliance; (3) to review the stated objectives of each 1973-74 Title 1 project and advise the school district regarding the educational needs and priorities of eligible pupils; (4) to review the evaluation blueprints and measuring instruments; (5) to assist the school district in spending additional Title 1 monies for its projects in 1973-74 and approve or disapprove these expenditures; (6) to advise the school district in preparing its application for Title 1 funding in 1974-75 and direct changes in or the elimination of projects for 1974-75 which have not met their objectives in 1973-74 in that application; and, (7) to monitor 1973-74 projects to ascertain whether or not prescribed changes were being implemented. (Author/JM)

ED 102 258 UD 014 792
Brown, Nina W.

An Investigation of Personality Characteristics of Negroes Attending a Predominantly White University and Negroes Attending a Predominantly Black College.

Pub Date 73

Note—34p.

EDRS Price MF-\$0.76 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—Caucasian Students, *College Students, *Individual Characteristics, Individual Differences, Negro Colleges, Negro Students, *Personality Studies, *Personality Tests, *Racial Differences, Statistical Analysis, Student Attitudes, Student Enrollment, Urban Universities

Identifiers—California Psychological Inventory

Research into the personality characteristics of Negroes attending a predominantly white university and a predominantly black college was conducted. The colleges are both in an urban area with tuition, student enrollment, and course offerings approximately the same at both schools. Their major difference is in the composition of the student body. Approximately 98 percent of the students attending the university are white, and approximately 98 percent of the students attending the college are black. Therefore, it would appear that one of the areas involved in deciding which school to attend is personality. Full-time Negro students at sophomore level and attending the university above formed Group 1, a random sample of Negro students at the predominantly black college formed Group 2, and Group 3, was comprised of a random sample of white students attending the university. Each group was administered both the California Psychological Inventory (CPI) and the Adjective Checklist (ACL). An analysis of the data revealed the black students at the university tended to score more like their white counterparts than like the black students at the predominantly black college. The results for the two black groups were combined and factor analyzed. The factor structure for the black population on the CPI differed significantly from previously reported studies. (Author/JM)

ED 102 259 UD 014 794
Greenberg, Stanley B.

The Etiology of Poor Neighborhoods.

Yale Univ., New Haven, Conn. Center for the Study of the City and its Environment.

Report No.—CSCE-R-W3-5

Pub Date Mar 73

Note—51p.

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—Demography, *Economically Disadvantaged, Ethnic Groups, *Etiology, *Inner City, Mexican Americans, Negroes, Poverty Research, Sociology, United States History, Urban Areas, *Urban Immigration, Urbanization, Urban Population, *Urban Slums

The inner city aggregations of blacks, Appalachian whites, and Mexicans are not simply the focal points for short-term instability or remedial governmental programs: they are the

first native American urban poor. The poor neighborhoods of America's inner city are a result of three great population movements. One originated in the Atlantic Coastal Plain, the Black Belt and Delta regions of the South, a second in the coal fields of the Cumberland Plateau, and the third in the populous elevated plains of central Mexico. These three areas are superficially distinctive. Yet certain basic social relationships dominate these three areas. These disparate populations all barely subsisted. In each case rural marginality was exacerbated by the encroachment of large landholders and by the harassment of their legal and political instruments. The resulting economic marginality and dependency provide the context for the economic and political crises that decimated these areas. It is doubtful that these poor populations would have come to the city if it had not represented hope and escape. The image of the city was actively planted in people's minds by a variety of sources. The poor of five surveyed neighborhoods are subjected to a similar pattern of encirclement, intrusion, and abandonment. These present difficulties emerge from a shared experience with the past. (Author/JM)

ED 102 260 UD 014 795
Turner, Ralph R. Hall, Vernon C.

A Comparison of the Matrices Learning Ability of Low-SES and Middle-SES Boys.

Pub Date Apr 74

Note—24p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Associative Learning, *Elementary School Students, *Learning Characteristics, *Learning Processes, Learning Readiness, *Learning Theories, Lower Class Students, Males, Matrices, Middle Class, Problem Solving, *Social Differences, Socioeconomic Status, Thought Processes

Identifiers—Jensen (Arthur R)

In an attempt to specify the nature of the variables associated with socioeconomic status, Jensen has proposed a two-level model of mental abilities. The first level represents associative learning. The second level involves higher-order conceptualization, and problem solving. The purpose of the present study was to develop a matrix completion training task that could be mastered by either Level 1 or Level 2 processing. The different modes of processing should be reflected in three kinds of performance differences: Initial ability to solve matrices, learning proficiency, and ability to transfer acquired skills. A matrix completion training task consisting of four sets of items, each of which could be solved by using a specific rule, was administered to low-SES and middle-SES first and third grade boys. Differences between grades were found for the more difficult sets. In these cases, the third grade middle-SES subjects outperformed all of the other groups. For those subjects who reached a learning criterion, all groups performed significantly better on the transfer items. These findings suggest that although there are social-class differences in rate of acquisition, once criterion has been reached there is considerably less evidence that what has been learned is different for different social class groups. (Author/JM)

ED 102 261 UD 014 797
Lunn, Joan C. Barker

Social Class, Attitudes and Achievement: Two Subsidiary Studies from the "Streaming" Research Data.

National Foundation for Educational Research in England and Wales, London.

Pub Date 71

Note—35p.

Available from—National Foundation for Educational Research in England & Wales, 2 Jennings Bldgs., Thames Avenue, Windsor, Berks, SL4 1QS, England (\$1.75)

Document Not Available from EDRS.

Descriptors—Academic Achievement, Educational Attitudes, *Elementary School Students, *Motivation, School Attitudes, *Social Class, Social Differences, Statistical Analysis, *Student Attitudes, Student Motivation, Student School Relationship, Student Teacher Relationship, Surveys, Values

Identifiers—*England

The aim of this research was to determine the relative importance of certain variables for different social classes in the formation of positive

attitudes toward school and school work. In the first study, complete data were obtained from 884 third-year junior school pupils in 28 schools located throughout England. Attitude toward school was defined in two ways. The pupil's attitude toward school was examined first in terms of his general feelings about the school and school work, and second in terms of his degree of motivation in doing well at school. Measures of both these attitudes were obtained from pupil-completed questionnaires. Thirteen variables were selected from the existing data for a stepwise regression analysis. The two most crucial variables were found to be importance of doing well and teacher relationship. The aim of the second study was to examine for each social class the relative importance of certain home and school variables for academic success. The data collected in the first study was again utilized. The problem, being a multivariate one, was investigated by means of stepwise regression analyses, which were carried out using criterion variables: the child's achievement at the end of the third junior year, and the child's progress score according to the composite scores obtained at the end of his second and third junior school years. (Author/JM)

ED 102 262 UD 014 799
Rossell, Christine H. Crain, Robert L.

Evaluating School Desegregation Plans Statistically.

Johns Hopkins Univ., Baltimore, Md. Center for Metropolitan Planning and Research.

Spons Agency—National Inst. of Mental Health (DHEW), Rockville, Md.

Pub Date Nov 73

Note—60p.

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—Comparative Analysis, Educational Administration, *Evaluation Methods, Integration Methods, *Integration Plans, Integration Studies, *Northern Schools, Racial Balance, Racial Integration, Research Methodology, School Districts, *School Integration, *Statistical Analysis, Urban Schools

This report attempts to provide a standardized evaluative measure for both school desegregation initiated by administrative action and the result of that action or lack of action. The latter measure, the measurement of school integration, involves two techniques—a uniform standard index which sets the same goals for all school districts, and one which sets appropriate goals for each school district by taking into account politically feasible black-white ratios in individual schools. The 90 northern cities in our sample are ranked according to their scores on these three measures. In this report we will first describe how we collected our data, and from it computed a measure of desegregation action from 1964 to 1971. The second section presents the index of dissimilarity of segregation in each school district. The third section indexes the degree of desegregation possible in each district taking into account the need for politically racial compositions. Then in the fourth section we will look at the amount of administrative action which has taken place in each measured district compared with the above indexes of desegregation. Fifth we present a regression analysis in an effort to explain and predict the differences between cities in degree of segregation. Finally, we look at yearly trends in desegregation in these cities. (Author/JM)

ED 102 263 UD 014 800
Rossell, Christine H. Crain, Robert L.

The Political and Social Determinants of School Desegregation Policy.

Pub Date 73

Note—54p.

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—Activism, Boards of Education, Cross Sectional Studies, Multiple Regression Analysis, *Northern Schools, Policy Formation, Political Issues, *Political Power, Research Methodology, School Districts, *School Integration, *Social Influences, *Statistical Analysis, Transfer Programs, Urban Schools

This paper presents a new measure of school desegregation policy output and explores various socioeconomic conditions and political processes associated with the degree of school desegregation in 69 northern cities. Data was collected by a mail questionnaire. The measures of school

desegregation policy were computed as follows: The number of black and white students in each school in the year after a claimed action was subtracted from the number of black and white students in the same school in the preceding year. The difference was attributed to administrative action if it increased racial integration in the receiving school. The number of black and white students so reassigned was totaled for the school district and then standardized by dividing by the school population of each race to obtain the percentage of black students reassigned and the percentage of white students sent to predominantly black or formerly black schools. Cross sectional, multiple regression analysis indicates that school desegregation policy is limited by several socioeconomic constraints. However, in contrast to many other school desegregation policy studies, political variables such as the ideology and behavior of the school board, civil rights activity, and controversy explain a substantial amount of variance in school desegregation policy. (Author/JM)

ED 102 264 UD 014 801
 "How Do You Start a Mini-School?" Mini-School News, Volume 4, Number 6, January 1975.
 New York Urban Coalition, N.Y.
 Pub Date Jan 75
 Note—11p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Decentralization, Educational Administration, *Educational Alternatives, *Educational Change, Educational Needs, *Educational Objectives, *Educational Planning, Educational Problems, Program Development, Program Planning, *School Organization, Urban Education, Urban Schools

This issue of "Mini-School News" deals with the first 12 steps involved in starting a minischool. The first and most critical step is to clearly identify the problems that make reform seem necessary. The question then becomes one of identifying the possible solutions and sources of information about them. Then the data must be evaluated from a number of vantage points. The process of reaching a decision to adopt a reform or series of reforms for a school is the fourth step. Most schools will have to turn to higher authority for permission to proceed and, where necessary, additional resources necessary to support the planning process. The process of planning for school reform requires machinery—an organization to which is delegated the responsibility for developing the plan and that has formal status. It is the job of the planning group to look at the overall objective in terms of the problems identified in Step 1. It then is necessary to translate the results into a written document. Adoption of the completed plan, the ninth step, is a three stage process: acceptance by the school community, revision where necessary to insure community acceptance, and only then submission to and approval by higher authorities. The tenth step is implementing the plan. Change must be institutionalized and an evaluation process organized. (Author/JM)

ED 102 265 UD 014 802
 Jensen, Arthur R. Figueroa, Richard A.
 Forward and Backward Digit Span Interaction with Race and IQ: Predictions from Jensen's Theory.
 Pub Date 75
 Note—23p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Associative Learning, Cognitive Processes, Elementary School Students, Intelligence Differences, *Intelligence Tests, Learning Processes, *Learning Theories, Memory, *Racial Differences, Recall (Psychological), *Retention, Rote Learning, Task Analysis, Verbal Learning

Identifiers—Jensen (Arthur R), Wechsler Intelligence Scale for Children

The study sought to use Jensen's two-level theory of mental abilities to predict some hitherto unknown or unnoticed phenomena—facts about which the theory should yield clear-cut predictions and which are not as clearly predictable from other theories, though they may receive ad hoc explanations after the fact. From the two-level theory of mental abilities (Level 1: rote learning and memory, involving little or no transformation of the input; Level 2: complex cogni-

tive processing involving transformation and mental manipulation of input) it was predicted that forward digit span (FDS) should correlate less with IQ than backward digit span (BDS), and age and race should interact with FDS-BDS, with the FDS-BDS difference decreasing as a function of age and a greater white-black difference in BDS than in FDS. The latter prediction is derived from the hypothesis that the magnitude of racial differences should be a function of the degree to which Level 2 predominates in the cognitive demands of the particular test. The predictions were substantiated at a high level of significance in large representative samples of white and black children of ages 5-12 years, who were given the Wechsler Intelligence Scale for Children (Revised). Supplementary studies found no support for rival hypotheses based on anxiety, task difficulty, and race of examiner. (Author/JM)

ED 102 266 UD 014 803
 Thelen, Herbert A. And Others
 The Educational Ethos of the Midwestern High School.

Chicago Univ., Ill. Dept. of Education.
 Spons Agency—Spencer Foundation, Chicago, Ill.
 Pub Date Nov 74
 Note—290p.

EDRS Price MF-\$0.76 HC-\$1.59 PLUS POSTAGE

Descriptors—Academic Achievement, Classroom Observation Techniques, *Classroom Research, Cultural Factors, *High Schools, Organizational Climate, School Attitudes, School Organization, *School Orientation, *School Planning, *Social Differences, Student Attitudes, Student Teacher Relationship, Teacher Attitudes

The object of the investigations reported here is the perceptions students and teachers have of "actual" classrooms and of their "ideal" classrooms. The data come from 10 junior-level classrooms in each of five high schools. The 10 classrooms were selected as follows: two each in English, mathematics, and social studies; with the remaining four sampling the range of other courses. The five schools were selected as follows: one middle-class highly academic college preparatory school, one lower class black trade school; one lower class black "general" school; one traditional agricultural-community school; and one innovative "democratic" school oriented to personal interests of students. The data are the responses of students and teachers on the recently developed Authenticity Legitimacy Productivity (ALP)-ETHOS instrument; demographic data on each student; interviews with principals; and teachers' estimates of time devoted in class to various activities. The investigation was confined to two questions. Who succeeds in school? What demographic characteristics distinguish high achievers from lower achievers? The broader question was who benefits from school and, usually unexamined, what are these benefits? The second question was: For whom is the school designed? That is, for whom does it provide educational opportunities and for whom does it not? (Author/JM)

ED 102 267 UD 014 804
 Cushman, William Mitchell, Comp.
 Equal Opportunity and the Urban Black: An Analysis of Public Policy and Its Implications for Urban Planning (Abstract and Bibliography). Exchange Bibliography No. 634.
 Council of Planning Librarians, Monticello, Ill.
 Report No—CPL-EB-634
 Pub Date Aug 74

Note—21p.; From a dissertation submitted for the Ph.D. degree, University of Washington, Seattle, 1973.

Available from—Council of Planning Librarians, P.O. Box 229, Monticello, Illinois 61856 (\$2.00)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—City Planning, *Economic Opportunities, Housing Discrimination, *Housing Opportunities, Housing Patterns, Longitudinal Studies, *Metropolitan Areas, Negroes, *Public Policy, *Racial Discrimination, Racial Segregation, Residential Patterns, Socioeconomic Status, Urban Areas

This dissertation is concerned with racial discrimination as a central issue in urban planning. Although primarily concerned with black opportunities in housing, the study investigates Negro opportunities in related areas (education, income,

and employment) in order to develop the linkages and interdependencies between the various aspects of equal opportunity. In each area, the opportunities available to today's black population are determined by comparing: (1) opportunities in metropolitan (and particularly central city) areas with those available elsewhere to determine whether the urbanization of blacks is providing the means for upward mobility; (2) opportunities available to blacks in earlier decades with those now available to ascertain whether blacks are in fact improving their absolute position over time; and (3) opportunities afforded blacks and whites, it being recognized that the term "inequality" is generally used in its racial context. In analyzing the housing opportunities of metropolitan area blacks, the dissertation explores housing quality, quantity, cost, and overcrowding. Particular attention devoted to residential segregation. The purpose of the entire analysis is to establish a suitable foundation for making recommendations designed to maximize black opportunities and to relate these recommended policies to urban planning. (Author/JM)

ED 102 268 UD 014 805
 Review of Progress in Selected States in Meeting Special Education Needs. Title 1 of the Elementary and Secondary Education Act of 1965.
 Office of Education (DHEW), Washington, D.C.
 Pub Date 23 Aug 73

Note—24p.; Two sets of statistical tables on pages 16 & 17 may not be clearly legible due to print size in the original document

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Boards of Education, *Disadvantaged Youth, Educationally Disadvantaged, *Educational Needs, Educational Resources, Government Role, Local Government, Program Evaluation, Program Proposals, *Resource Allocations, School Districts, *State Departments of Education, State Government

Identifiers—*Elementary Secondary Education Act Title I, ESEA Title I

The HEW Audit Agency has reviewed the progress being made by State educational agencies (SEAs) in assuring that local educational agencies (LEAs) are designing and implementing projects to meet the special educational needs of educationally deprived children, as called for under Title I of the Elementary and Secondary Education Act of 1965, as amended. Performance data for 14 states was studied for the 1972-73 school year and compared with similar data for the 1969-70 school year. All projects implemented by 112 LEAs during the 1969-70 school year and all projects implemented by the same LEAs during the school year 1972-73 were reviewed. Also all project applications for the school year 1972-73 submitted by 369 additional LEAs in the 14 states were examined. In reviewing the effectiveness of SEA practices, (1) the extent that LEAs were using Title I funds for meeting the high-priority educational needs of educationally deprived children, and (2) the extent of any improvements made by the LEAs in using funds for those purposes were determined. The LEAs in those states operating under a concept of firm central authority seemed to have made the best showing in using their Title I funds for high-priority activities. Several SEAs however, still have not been successful in convincing LEAs to use Title I funds to the greatest advantage in keeping with program objectives. (Author/JM)

ED 102 269 UD 014 833
 Gordon, Edmund W.
 New Perspectives on Old Issues in Education for the Minority Poor. IRCD Bulletin, Volume 10, Number 1, Winter 1975.

Columbia Univ., New York, N.Y. ERIC Clearinghouse on the Urban Disadvantaged.
 Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 75
 Note—16p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Compensatory Education, *Disadvantaged Youth, Educational Diagnosis, *Educational Planning, *Educational Policy, Educational Technology, Family Environment, Health, Individualized Instruction, Intellectual Development, *Minority Group Children, Social Integration, Teacher Education

A committee under the chairmanship of Benjamin Bloom met in June 1964 to discuss research findings about disadvantaged populations and the prospects for educating them. Many of the things talked about then have been realized: More money has been spent. Better than half of the colleges and universities train teachers for disadvantaged children. More guidance programs have been developed and educational technology obtained. Progress has been made in developing cultural and ethnic pluralism in educational materials. There is a renewed concern for vocational education and career development. But education is not an antidote to poverty. Furthermore, the school is immoral when it continues to hold that as its goal. Schools are one of the resources by which society prepares and develops its members. When other societal resources are unequally distributed, quality of schooling becomes even more important. When the society produces subpopulations less well prepared to benefit from the standard offerings of the school, we have the additional responsibility for broadening, expanding, and enriching the offerings of the schools, not as our first line of defense against poverty, but as protection against the effects of an unjust society, which, if they go uncorrected, systematically erode the human resources of that society. (Author/JM)

ED 102 270 88 UD 014 858

TIP: Technical Interdisciplinary Program. Franklin Pierce School District, Tacoma, Wash. Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date Oct 74

Note—266p; Revised October 1974

EDRS Price MF-\$0.76 HC-\$13.32 PLUS

POSTAGE

Descriptors—Building Trades, Curriculum Development, Educational Needs, Educational Objectives, Federal Aid, *High Schools, High School Students, *Interdisciplinary Approach, Program Descriptions, Technical Education, Terminal Students, *Trade and Industrial Education, Vocational Education

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III, Tacoma, Washington

The Technical Interdisciplinary Program is a Title III, Elementary and Secondary Education Act of 1965, federally funded exemplary program. Franklin Pierce High School is the only high school in the state of Washington with a program of this nature. The Technical Interdisciplinary Program is designed to incorporate two or more disciplines into one meaningful experience. In this program, English, math, social studies, and the building trades occupations have been combined into this one course. Students are enrolled as juniors in a four hour block of time. At present, the social studies portion of the program, which is undergoing development, is taught through lecture and discussion. The information that the students are studying is concerned with the working man's place in his home, neighborhood, job, and community, and how all of these facets fit into the state, nation, and the world. The math, English, and technical portion of the program are presented through teacher constructed, individual units. The students are required to complete a written unit on a particular construction objective which incorporates certain math and English skills necessary to fully understand and master the objectives. The students then apply the knowledge gained in the construction of a scaled model of a residential home. (Author/JM)

ED 102 271 UD 014 859

Cawelti, Gordon
Urban School Decentralization and Curriculum Development Strategies.

Pub Date 74

Note—9p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS

POSTAGE

Descriptors—Boards of Education, Community Control, *Curriculum Development, *Curriculum Planning, Curriculum Research, *Decentralization, Educational Research, Federal Government, Local Government, *School Administration, School Districts, State Government, *Surveys, *Urban Schools

The purposes of this study were: (1) to ascertain the extent to which urban school systems have decentralized the administration of their

schools, (2) to obtain opinions on its workability in terms of curriculum development, (3) to begin development of an instrument for clarifying role and function issues at various echelons of decision-making, (4) to analyze and contrast avowed purposes of decentralization with actual results in terms of moving decision-making closer to the levels affected, (5) to obtain information to help understand more about the change mechanisms now utilized in urban school systems. A mail survey of some 50 of the nation's largest school districts was made. It was found that the trend toward administrative decentralization has accelerated during the past five years. Only New York and Detroit have adopted a community control organization model having regional school boards with policy-making and resource allocation authority. Most urban curriculum leaders felt there was much need for curriculum specialists. There was evidence that accountability for curriculum improvement may not have been substantially strengthened. A strong leadership role on the part of regional office personnel has not yet emerged. Considerable effort has been made to obtain citizen participation at the building level. (Author/JM)

ED 102 272 95 UD 014 860

Evaluation of the Chelsea Title VII Bilingual Program, 1973-1974.

Heuristics, Inc., Dedham, Mass.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Bilingual Education; Chelsea Public Schools, Mass.

Pub Date Feb 74

Note—107p.

EDRS Price MF-\$0.76 HC-\$5.70 PLUS

POSTAGE

Descriptors—Biculturalism, *Bilingual Education, Bilingual Teacher Aides, Bilingual Teachers, *Elementary Education, English (Second Language), Individualized Instruction, *Program Evaluation, School Community Relationship, Small Group Instruction, *Spanish Speaking, Urban Education

Identifiers—*Chelsea, Elementary Secondary Education Act Title VII, ESEA Title VII, Massachusetts

This report presents the evaluation of the Chelsea Bilingual-Bicultural Program for the 1973-1974 academic year, a project funded by Title VII of the 1965 Elementary Secondary Education Act, as amended, and also by the city. Program staff included the following: program director, materials specialist, community worker, English as a Second Language specialist, six bilingual teachers responsible for instruction in both languages (English and Spanish) in all academic areas in grades 1-3, six teacher aides, and a secretary. The program operated at the first through third grade levels in two schools. There were three program classes in each school, one at each grade level. Classes were generally divided into two main groups according to language dominance, and these groups were subdivided into smaller groups according to ability levels. With a teacher and an aide in each class, small group and individualized teaching techniques were the most frequently used instructional approaches. Class sizes ranged from a low of 17 to a high of 24 students. This report presents the summative assessment. The report first presents the evaluation procedures for program assessment. This is followed by a description of the program and a discussion of the instructional and management components. (Author/JM)

ED 102 273 UD 014 861

Dietrich, Kathryn Thomas

Elements of Socialization Impeding or Facilitating Goal-Striving in the Lower-Class Black Family.

Pub Date Apr 74

Note—31p.; Paper presented at the Annual Meeting of the Rocky Mountain Social Service Association (El Paso, Texas, April 1974)

EDRS Price MF-\$0.76 HC-\$1.95 PLUS

POSTAGE

Descriptors—Aspiration, Family Characteristics, Family Status, Field Interviews, *Goal Orientation, *Lower Class, *Mother Attitudes, Motivation, Municipalities, Negro Mothers, *Negro Youth, Rural Urban Differences, *Socialization, Socioeconomic Status

Identifiers—Texas

The purpose of this paper was to explore elements of socialization in metropolitan and non-

metropolitan lower-class black populations which might impede motivational development in the lower-class black child. One objective was to describe the nature of the following factors which may affect goal striving of the lower-class black youth: mothers' educational aspirations, educational expectations, and occupational expectations for their children; mothers' attitudes about educational and occupational achievement; mothers' attitudes about child-rearing; and cohesiveness of the black family units. Another objective was to determine the extent to which variation in these elements of socialization within the black lower-class populations could be explained by indicators of the families' relative articulations with American society's opportunistic structures. The data utilized were collected in the summers of 1970 and 1971 from black wivs; residing in nonmetropolitan East Texas and metropolitan Houston, respectively. All respondents were interviewed by black female adults who had been trained by the researchers in interviewing procedure. The nonmetropolitan sample was drawn from a town of about 5,000 population. The metropolitan sample was comprised of residents of an economically disadvantaged, almost all-black ghetto. (Author/JM)

ED 102 274 UD 014 862

Boyd, William M., II

Desegregating America's Colleges: A Nationwide Survey of Black Students, 1972-73.

Educational Policy Center, New York, N.Y. Spons Agency—Ford Foundation, New York, N.Y.

Pub Date 74

Note—110p.; Praeger Special Studies in U.S. Economic, Social, and Political Issues Series Available from—Praeger Publishers, 111 Fourth Avenue, New York, New York 10003 (\$2.50, paper; \$11.00, cloth)

Document Not Available from EDRS.

Descriptors—College Administration, *College Integration, *College Students, College Teachers, Educational Policy, Field Interviews, *Integration Effects, *National Surveys, *Negro Students, Race Relations, Racial Balance, Student Attitudes, Student Characteristics, Student Enrollment

This study asks and answers basic questions about the experience of blacks at predominantly white colleges. The data presented here comes from 979 face-to-face interviews conducted by young, college-educated black employees of the Educational Policy Center. These interviews, lasting approximately 45 minutes each, were conducted at 40 colleges and universities across the U.S. during the 1972-73 academic year. There were two groups of respondents: 785 black students and 194 black or white faculty members and administrators. Stratified random sampling techniques were used to assure that the interviews conducted would provide a valid basis for generalization. The appendix provides technical details about the selection of colleges and respondents. The appendix also contains the questionnaire which was used so that the reader can see the exact wording of questions. This questionnaire was developed after a presurvey study of students, faculty members, and administrators at six colleges across the country. To allow as many people as possible to benefit from the survey, this written analysis avoids techniques of analysis which can be understood only by those with backgrounds in statistics. For those who want to draw their own conclusions, much of the raw data which was compiled is presented in the appendix. (Author/JM)

ED 102 275 UD 014 863

Henderson, David

Integration in Missouri Public Schools: Faculty and Students Twenty Years After "Brown."

Missouri Commission on Human Rights, Jefferson City.

Pub Date Oct 74

Note—134p.

EDRS Price MF-\$0.76 HC-\$6.97 PLUS

POSTAGE

Descriptors—Employment Practices, *Faculty Integration, Federal Court Litigation, Field Interviews, Integration Effects, Integration Litigation, Negro Teachers, Public Schools, School Districts, *School Integration, School Superintendents, *State Surveys, *Student Reaction, Supreme Court Litigation

Identifiers—*Missouri

This report is a study of school integration in Missouri 20 years after the United States Supreme Court decision in *Brown v. Board of Education of Topeka, Kansas*. During the course of the study a number of school districts were visited. In most cases, the superintendent of schools or a high ranking administrator was interviewed. The method of interview was informal. The school district representative was given an opportunity to talk about his district's problems, programs and progress in the school desegregation area. Specific questions were then asked during the course of the conversation covering such topics as minority teacher recruitment and placement practices, extracurricular activities, black and white student relations, communication with black parents and the quality of education for black students. Part One of this report traces the course of Supreme Court rulings on school desegregation from 1954 to 1974. Tactics used by school districts to avoid integration are examined. Statistical evidence of the extent of integration in Missouri is examined in Part Two. Part Three is a discussion of the results of integration in four areas of the state: Southeast Missouri, St. Louis, Kansas City, and Central Missouri. Conclusions of the research are listed in Part Four. The research was funded by the State of Missouri. (Author/JM)

ED 102 276 UD 014 864

Reilly, Richard R., Evans, Franklin R.
The Effects of Test Time Limits on Performance of Culturally Defined Groups

Pub Date Sep 74

Note—10p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, Louisiana, September 1974)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Academic Aptitude, Aptitude Tests, College Students, Group Tests, *Minority Groups, Objective Tests, *Performance Factors, Response Style (Tests), Social Differences, *Standardized Tests, Statistical Analysis, *Testing Problems, Test Interpretation, Test W-ness, *Timed Tests

One of the many criticisms leveled at standardized testing is that the time limits commonly used require a speed component of performance which may act to the disadvantage of certain culturally defined groups. Recent studies by the authors examined the question of differential time limits and group performance for standardized academic aptitude tests. Both studies deleted items from an experimental section in order to manipulate the speed with which an examinee was required to work. The present study sought to extend the range of culturally defined groups and presented an opportunity to use a more direct method of manipulating working speed. A 27 item reading comprehension section of a national academic aptitude test was administered under two conditions. Under one condition the section was administered with the usual 30 minute time limit and under the other condition the time limit was extended to 40 minutes. Data for the study were collected in October and December of 1971. The majority of subjects were in their senior year in college. The categories of group membership included black, white, Chicano, and Oriental; male or female. As in the first two studies, the results rejected the hypothesis that allowing more liberal time limits would be more beneficial to minority groups than to the majority group. (Author/JM)

ED 102 277 UD 014 865

We the American Women.
Bureau of the Census (DOC), Suitland, Md.
Pub Date May 73

Note—14p.; No. 4 in a series from the 1970 census

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$0.45)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Age Differences, *Census Figures, College Attendance, Demography, Employment Patterns, *Females, Income, *Marital Status, Mothers, Occupational Surveys, *Population Trends, Sex Differences, *Socioeconomic Status, Voting, Working Women

The 1970 United States census counted a female population of 104,299,734. Of all the na-

tions in the world, only three have larger female populations: China, India, and the Soviet Union. Females made up 51.3 percent of the United States population. Over 70 million American women are of voting age—that's nearly seven million more than the number of men of voting age in the United States. In 1950, only seven percent of women 18 to 24 were in college. By 1970, 20 percent of women in this age group were enrolled in college. In 1970 women made up 40 percent of the work force. The twentieth century emergence of the American woman from the status she historically held is a phenomenon dramatically illustrated in Census Bureau data. She is becoming better educated, enabling her to move up the job ladder and increase her earning power. With her new independence, she lives alone in her own household if she chooses. The married woman is having fewer children, and the divorcee is remarrying sooner. And she is living longer to enjoy her new opportunities and freedoms. Clearly, the American woman will exert an ever more powerful influence on the destiny of the U.S. as a result of her increasing participation in the labor force, her growing educational background, her majority in the electorate, and her wishes as to family size, which will determine the nation's future population growth. (Author/JM)

ED 102 278 UD 014 866

Gantt, Walter N.
Partners in Urban Education: Running an Inner-City School.

Pub Date 73

Note—58p.

Available from—General Learning Corp., Morristown, New Jersey (\$2.20, paper)

Document Not Available from EDRS.

Descriptors—Administrative Change, Administrative Principles, *Administrative Problems, *Administrator Guides, *Administrator Role, Educational Objectives, *Inner City, Instructional Staff, Parent Participation, *Principals, School Orientation, Staff Role, Urban Schools

This handbook is written for the principal of an inner-city school in the belief that the principal who respects the people with whom he works, who encourages them in planning to achieve mutually agreed-upon goals, who trusts them with real responsibility, and who supports their efforts has a greater chance of being an effective school administrator. This handbook is designed to help you get a handle on those things that may work well for you. Each chapter in this handbook depicts a different principal in a different school dealing with a different problem. Each principal brings his or her own personality and skills to the task of running an inner-city school. Probably you are a composite of the principals depicted. Certainly you face similar problems. (1) Who charts the course for the school? (2) How can you get the school staff to work with you? (3) How can you avoid getting too far away from the classroom? (4) If parents are interested in their children, why don't they show it? If the school wants and needs parents' support, how can it let them know? (5) How do you get the community to work for and not on the school? (6) How can you find time for the many things you have to do? This handbook contains suggestions for approaches that have brought positive results despite varying resources. Some of the suggestions may help you think of alternative courses of action. (Author/JM)

ED 102 279 UD 014 867

St. John, Nancy H.
School Desegregation: Outcome for Children.

Pub Date 75

Note—236p.

Available from—John Wiley & Sons, 605 Third Avenue, New York, New York 10016 (\$13.95, cloth)

Document Not Available from EDRS.

Descriptors—*Academic Achievement, Educational Research, *Integration Effects, Integration Methods, Integration Studies, Motivation, Public Policy, Race Relations, Research Methodology, *Research Reviews (Publications), *School Integration, Self Esteem, *Student Attitudes, Student Transportation

This book focuses on the question: What is the effect of racial mixing in school on the children involved? Unless the context indicates a more specific meaning, "desegregation" is used here to refer broadly to racial mixing in schools. The

term "integration" is reserved for that biracial situation in which the minority group is accepted on a completely equal basis. The distinction is discussed in Chapter 5. The grade levels that chiefly concern us are elementary and secondary, although some reference is made to studies of racial mixing in preschool or college. The studies reviewed here were made in cities large and small and in all regions of the U.S. Unfortunately, the range of variables of outcomes of school desegregation that have been studied is limited to three main areas: academic growth measured by standardized achievement tests; motivation and self-confidence measured through interviews, questionnaires, and a variety of instruments; and interracial attitude and behavior measured by tests of social distance or stereotyping, by sociometry, or by observation of the incidence of conflict, cleavage, or friendly interaction. Chapter 2 reviews studies of academic achievement, Chapter 3 studies of motivation and self-confidence, and Chapter 4 studies of interracial attitude and behavior. (Author/JM)

ED 102 280 UD 014 868

Pettigrew, Thomas F., Ed.
Racial Discrimination in the United States.
Pub Date Jan 75

Note—429p.; Readers in Social Problems Series. Available from—Harper & Row, Publishers, Inc., 10 East 53rd Street, New York, New York 10022 (\$6.95, paper)

Document Not Available from EDRS.

Descriptors—*Anthologies, Civil Rights, *Economic Opportunities, Educational Opportunities, Employment Opportunities, Housing Discrimination, Political Power, Racial Attitudes, *Racial Discrimination, *Social Action, Social Change, *Social Problems, Social Sciences, United States History

This book is organized in six parts. The Introduction opens with a brief historical perspective by W.E.B. DuBois. The trends of social research in racial discrimination are chronicled in the second selection. Part 2 begins our analysis with an in-depth look at housing discrimination. Part 3 applies this analysis of housing to discrimination in employment, education, and income. The first selections show how housing segregation in the central city relates to unemployment and underemployment. Next, the U.S. Commission on Civil Rights provides us with documented evidence of how job discrimination is practiced against blacks even by state and local governments. The final two selections on employment make use of modern computer methodology on refined census data. Two selections on education follow. Part 3 closes with two selections on income. Discrimination in both the administration of justice and in political power are the focus of Part 4. Part 4 concludes with a summary article which compares changes over the past generation not only in the status dimensions of income, education, and occupation but in such matters as mortality and marital conditions. Part 5 reminds us that there is a tragic human cost of racial discrimination. The book closes with a discussion of proposed remedies. (Author/JM)

ED 102 281 UD 014 869

Gordon, Jacob U., Ed. Rosser, James M., Ed.
The Black Studies Debate.

Kansas Univ., Lawrence.

Pub Date 74

Note—160p.

Available from—Division of Continuing Education, Extramural Independent Study Center, University of Kansas, Lawrence, Kansas 66045 (\$3.15 plus postage; paper)

Document Not Available from EDRS.

Descriptors—Administrative Policy, *African American Studies, Anthologies, College Integration, *College Programs, Curriculum Development, Educational Policy, Higher Education, Negro Colleges, Negro History, *Political Issues, *Program Development, *Program Evaluation, Revolution, Universities

Beginning with the selection of Professor Newby, who attempts to reveal the role which historians, perhaps more specifically white historians, have played and continue to play in the perpetuation of racism in American culture, this anthology concludes with an analysis of the present status of Black Studies. W. Arthur Lewis' critical essay attempts to differentiate among the ends to which education for the black man should aspire. Wilson Record examines the debate about the racist

nature of Black Studies. His study was based on interviews with more than 150 white sociologists and 40 directors of Black Studies programs. Ernest van den Haag also takes issue with the concept of Black Studies. John W. Blasingame debates the intellectual validity of Black Studies. He discusses the social, political, economic, and emotional milieu out of which the concept of Black Studies emerged in the 1960's. Eugene Genovese compliments the positive role that black students have played in an effort toward constructive social and institutional change, and he perceives a number of black demands as legitimate. Black Studies represent a challenge to the entire American social system as it seeks to evaluate, re-examine, and change. Robert Shelton approaches the "Black Revolution," of which Black Studies is a critical component, from a Western perspective. (Author/JM)

ED 102 282 UD 014 870

Garfinkel, Irwin. *Masters, Stanley*
The Effect of Income and Wage Rates on the Labor Supply of Young Men and Women.
 Discussion Paper No. 226-74.

Wisconsin Univ., Madison. Inst. for Research on Poverty.

Spons Agency—Office of Economic Opportunity, Washington, D.C.

Report No.—IRP-DP-226-74

Pub Date Oct 74

Note—55p.

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—Age Differences, Economic Research, Employment Patterns, Employment Trends, Guaranteed Income, *Income, *Labor Economics, Labor Market, Labor Supply, Sex Differences, Statistical Analysis, *Student Employment, *Wages, *Young Adults

While static economic theory predicts that most income transfer programs will lead to reductions in the labor supply of program beneficiaries, the theory has nothing to say about the magnitude of such reductions. In order to predict the magnitude of such reductions, the labor supply schedule of potential beneficiaries must be known. In previous papers we presented estimates of the effects of income and wage rates on the labor supply of prime age males and females. In this paper we present and discuss similar results for men and women aged 20 to 24. Probably the most interesting aspect of the labor supply decision of young people is its interconnection with the decision of how much time to spend in school. The importance of the role of education is reflected here. In the first section of the paper we present our basic models, describe the data that we shall use for testing the models and discuss our a priori expectations with regard to the magnitude of (and biases in) the various elasticity estimates. In the second section we present income elasticity estimates for married men, single men, and single women. Similar estimates for married women are presented in section three, while wage and substitution elasticities are discussed briefly in section four. The final section contains a very brief summary and conclusion. (Author/JM)

ED 102 283 88 UD 014 871
Innovative Education Practices, Volume 2.

George Washington Univ., Washington, D. C. National Advisory Council on Supplementary Centers and Services.

Spons Agency—Bureau of School Systems (DHEW/OE), Washington, D.C. Div. of Supplementary Centers and Services.

Pub Date Oct 74

Note—68p.

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—Academic Achievement, Dropout Prevention, Early Childhood Education, *Educational Innovation, *Educational Planning, *Educational Practice, Guidance Programs, Program Evaluation, *Program Guides, Special Education, Staff Improvement, Vocational Education

Identifiers—*Elementary Secondary Education Act Title III, ESEA Title III

In this, the second volume of "Innovative Educational Practices," 84 outstanding projects funded under Title Three of the Elementary and Secondary Education Act are presented. Title III provides funds to local schools for the purpose of stimulating innovation and change in educational practices. The projects deal with varied educational problems. For example, one trains itinerant tutors for teaching learning disabled children while another rescues teenaged parolees from penal institutions. Yet all have a common characteristic. They are successful—successful in terms of doing what they said they would do for their target population, whether students, teachers, administrators, aides or parents. The projects have also produced credible evidence of their cost and exportability. In other words, another school district or state can approach the project with confidence that the data reported by the project in terms of its cost, effectiveness and exportability factors were verified in mid-1974 by a validation team from another state. The team uses an especially prepared handbook developed by a state and national advisory council members and the staff of state and federal education agencies to validate project activities. The ultimate aim is to allow a district with an unresolved educational need to be able to pick and choose from already proven successful practices. (Author/JM)

ED 102 284 UD 014 872

A Better Chance: Tenth Anniversary Annual Report, 1973.

A Better Chance, Inc., Boston, Mass.

Pub Date 73

Note—21p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Annual Reports, Community Involvement, *Compensatory Education Programs, Disadvantaged Youth, Federal Aid, *Financial Support, *High School Students, Participation, Private Financial Support, Program Development, Public Schools, Student Characteristics, Voluntary Agencies

Identifiers—*A Better Chance Public School Program

This report is organized in seven parts. Part 1, "Where have all the students gone?" tells briefly

the stories of some of the students from the first class—where they came from, where they have been, where they are heading now. Part 2, "Years of Challenge, Years of Change—A Better Chance: the first ten years," briefly summarizes the development of the program. Part 3, "Development Report," discusses the funding of the program and the role of volunteer associations. Part 4, "Public School Programs," focuses on the problems in establishing a new public school program. Part 5, "Student Services," summarizes the program's capacity to involve parents and the home community as well as to meet the personal needs of students. Part 6, "Program Activities," discusses the new orientation format, day schools, and recruitment. Part 7, "Appendices," includes tables pertaining to new students by year of entry, geographical background, total ABC enrollment by school year, racial background, socioeconomic background, career choices of ABC college graduates, history of expenditures, expenditures by source of funds, and expenditures by program area. Also included are lists of participating independent schools, special honors to ABC graduates, college and university enrollment of ABC graduates, and donors to A Better Chance as of September 30, 1973. (Author/JM)

ED 102 285 UD 014 889

Hope, John, III, Ed.

Twenty Years After Brown: Equality of Educational Opportunity. A Report of the U.S. Commission on Civil Rights, March 1975.

Commission on Civil Rights, Washington, D.C.

Pub Date Mar 75

Note—106p.; Second in a series

EDRS Price MF-\$0.76 HC-\$5.70 PLUS POSTAGE

Descriptors—Academic Achievement, *Civil Rights, Discipline Policy, *Educational Opportunities, Employment Practices, Federal Aid, Integration Effects, *Integration Litigation, Integration Methods, Longitudinal Studies, *National Surveys, Public Policy, Racial Discrimination, *School Integration, Spanish Speaking

On the twentieth anniversary of Brown vs. Board of Education, it seems appropriate for the Commission on Civil Rights to commemorate the Supreme Court's decision with an examination of the civil rights progress between 1954 and 1974. The first report in the series provided a brief historical background. This second report covers equality of educational opportunity. Among the report's findings are the following: school desegregation has progressed substantially in the South; progress in the North has been minimal; without positive action, segregation in urban areas (both North and South) appears likely to increase, and urban-suburban racial subdivisions will be intensified; most fears about school desegregation have proved groundless, and desegregation is working where it has been genuinely attempted; "freedom of choice" has proved a totally ineffective method of school desegregation; the federal government's commitment to desegregation must include the termination of federal assistance to school systems maintaining segregated schools; desegregation of dual school systems has often resulted in displacement or demotion of black school staff; and, there is evidence that disciplinary action against minority pupils in some desegregated schools has resulted in high numbers of expulsions and suspensions. (Author/JM)

This index lists titles of documents under the major subject terms that have been assigned to characterize their contents. The subjects, which conform to those presented in the *Thesaurus of ERIC Descriptors*, are in alphabetical order.

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Perception

Iconic Signs and Symbols in Audiovisual Communication, an Analytical Survey of Selected Writings and Research Findings, Final Report.

Accession Number ————— ED 013 371

16mm Motion Pictures

Public Library Subject Headings for 16mm Motion Pictures. Revised.

ED 101 742//

A Better Chance Public School Program

A Better Chance: Tenth Anniversary Annual Report, 1973.

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Ability Grouping

Pupil Testing: A Legal View. Report No. 38.

ED 102 211

Abstracting

The Relationship Between Usefulness and Style of Secondary Publication. An Experimental Information Service for Planners.

ED 101 659

Abstract Reasoning

The Development of the Concept of Space as Observed in Children's Drawings: A Cross-National/Cross-Cultural Study. Final Report.

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Completed Research in Health, Physical Education, and Recreation including International Sources. Volume 16, 1974 Edition.

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Migrant Education, A Selected Bibliography (with ERIC Abstracts). ERIC/CRESS Supplement No. 5.

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Outdoor Education, A Selected Bibliography (with ERIC Abstracts). ERIC/CRESS Supplement No. 4.

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IEA Six-Subject Survey Instruments: Science Teacher Questionnaires.

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IEA Six-Subject Survey Instruments: Teacher General Questionnaire.

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IEA Six-Subject Survey Instruments: School Questionnaire.

ED 102 192

IEA Six-Subject Survey Instruments: Stage 2 Manuals. [Science, Reading Comprehension, and Literature].

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IEA Six-Subject Survey Instruments: Stage 3 Manuals. [English as a Foreign Language, French as a Foreign Language, and Civic Education].

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Interim EMR-EH Program; End of Project Year Report: 1972-1973. ESEA, Title III Project.

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Rural Education. Report No. 6, Royal Commission on Agriculture and Rural Life.

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Policies and Standards for the Approval of Elementary Schools. Final Draft.
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- An Exploratory Study of Cognitive Style as a Predictor of Learning from Simulation Games.
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- Sound Diffraction Around Movable Partitions in Teaching Spaces. Education Building Report 1.
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- Mathematics Laboratories: Implementation, Research, and Evaluation.
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- Parents' Home Activity Guides. Saturday School: A School and Home Learning Program for Four Year Olds.
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- Collective Bargaining Agreement By and Between the Administration of Adelphi University and Adelphi University Chapter, American Association of University Professors.
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- Adult Education—Another Name for Lifelong Learning.
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An Eleven Year Follow-Up of Adult Former Students of Wisconsin Public School Classes for the Trainable Mentally Retarded. Monograph No. 1.
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A Residential School's Outdoor Education Program for Emotionally Handicapped Adolescents. Final Project Report of the Rhinecliff Union Free School District, Holy Cross Campus.
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University of Maine Urban Adult Learning Center for the Model Neighborhood in Portland, Maine; Final Report: Phase II, for the Fiscal Year Ended June 30, 1972.

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Operation of Oil Burning Equipment and Incinerators. An Air Pollution Control Workbook, Preliminary Edition.

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Study of Education Satellite Communications Demonstration: Alaska. Bi-Monthly Report.

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A Brief Historical Sketch of Educational
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Yale Univ., New Haven, Conn. Center for the Study of the City and its Environment.

The Demography of Urban Poverty: North and Latin America.

ED 102 247

The Etiology of Poor Neighborhoods.

ED 102 259

York Univ. (England). Language Teaching Centre.

The Use of Foreign Languages in the Private Sector of Industry and Commerce.

ED 101 577//

NEW THESAURUS TERMS

The following terms have been added to the *Thesaurus of ERIC Descriptors* (5th edition) from January 1972 through April 1975:

ACCOUNTABILITY 020

SN Being held responsible, liable, answerable for certain specified results with respect to an activity (over which one has authority).

ADAPTED PHYSICAL EDUCATION 390

SN Adaptation of regular physical education programs for individuals with handicapping conditions.

Adaptive Behavior

USE ADJUSTMENT (TO ENVIRONMENT)

ADMISSIONS COUNSELORS 380

ADOLESCENT LITERATURE 260

SN Any reading material written primarily for, or read widely by, youth of secondary school age.

AEROSPACE EDUCATION 140

UF Aerospace Science Education

AESTHETIC EDUCATION 140

UF Aesthetic Development

AIR INFLATED STRUCTURES 210

SN Air structures (either high-pressure or dual-wall) in which an inflated structural element acts as a column, beam, or arch to support the enclosing membrane.

AIR SUPPORTED STRUCTURES 210

SN Air structures in which the entire enclosed space is maintained at a small pressure differential over ambient atmospheric pressure to support and pretension the membrane (single or reinforced) that serves as the enclosure.

ALCOHOLIC BEVERAGES 250

ALTERNATIVE SCHOOLS 470

SN Schools both within and outside the public school system that offer alternatives to traditional educational concepts and practices, e.g., student initiated learning process, inquiry-discovery approach, and shared problem solving and decision making.

ALTRUISM 040

SN Consideration for the welfare of others, sometimes in accordance with an ethical system.

AMERICAN STUDIES 450

SN Studies, usually interdisciplinary in approach, of all or part of the geographic area which includes the continental United States, Canada, the Arctic Archipelago, and Greenland.

ANCOVA

USE ANALYSIS OF COVARIANCE

ANEMIA 250

UF Iron Deficiency Anemia
Sickle Cell Anemia

ANOVA

USE ANALYSIS OF VARIANCE

ANSWER SHEETS 520

SN Sheets of paper, cards, or other items on which examinees record responses for tests or questionnaires.

UF Answer Booklets
Answer Cards

ARCHERY 390

Argumentation

USE PERSUASIVE DISCOURSE

ARTIFICIAL LANGUAGES 300

SN Languages created for international communication, e.g., Esperanto and Interlingua.

UF Constructed Languages

ASIAN AMERICANS 380

SN Citizens or permanent residents of the United States who are descendants of the indigenous peoples of East Asia (China, Japan, Korea, Mongolia), Southeast Asia, and the Pacific Islands.

UF Amerasians
American Orientals
Oriental Americans

ASIAN STUDIES 450

SN Studies, usually interdisciplinary in approach, of such geographic areas as Asiatic U.S.S.R., Bangladesh, Bhutan, Ceylon, China, India, Indonesia, Japan, Korea, Maldives Islands, Mongolia, Nepal, Pakistan, the Philippines, Sikkim, and the Southeast Asian Subcontinent.

ASSISTANT PRINCIPALS 380

ATTACHMENT BEHAVIOR 060

SN Behavior exhibited by an individual attracted (maintaining proximity) to and dependent on a specific person or object for emotional satisfaction.

BIRTH RATE 120

SN Actual frequency of births in a population.

UF Fertility Rate
Natality

BODY LANGUAGE 080

Building Renovation

USE BUILDING IMPROVEMENT

BUSINESS COMMUNICATION 080

SN Interchange of verbal and nonverbal messages in commercial or mercantile environments.

UF Commercial Communication
Industrial Communication

CAPITALISM 480

CAPTIONS 080

SN Explanatory comments or designations accompanying pictorial illustrations, usually as underlines or overlines.

UF Cutlines

CAREER AWARENESS 040

SN Appreciation for and understanding of the variety of types of careers—often refers to the initial phase of career education appropriate to the elementary school.

UF Occupational Awareness
Vocational Awareness

Career Development

USE VOCATIONAL DEVELOPMENT

CASTE 490

SN A closed social stratum based on heredity that determines its members' prestige, occupation, place of residence, and social relationships.

CHAMORRO 300

SN Native language of Guam and the other Mariana Islands.

CHANGE STRATEGIES 510

SN Methods used by those who would alter the practice of some organization, institution, or other group to incorporate new knowledge, products, procedures, or values toward improved service or results.

CHEMICAL NOMENCLATURE 400

CHILD ADVOCACY 480

SN Active mobilization of social, economic, and legal resources for the purpose of ensuring the individual child's basic rights and developmental needs (including those related to home, community, and school).

CHILD LABOR LEGISLATION 230

(Replaces old term CHILD LABOR LAWS.)

CHILDRENS LITERATURE 260

SN Any reading material written primarily for, or read widely by, children from their early years to adolescence.

COMMUNITY INFORMATION SERVICES 330

SN Those services of local libraries or other community groups which provide direct access or referral to nontraditional information (e.g., unpublished materials, government agency information on public services, broadcast information on current topics, data for use in emergencies, etc.).

UF Community Information Centers
Hot Lines (Public)

COMPENSATION (CONCEPT) 310

- SN The recognition that material undergoing a perceptual transformation in one dimension is accompanied by a specific change in another dimension.

CONCEPTUAL TEMPO 420

- SN An index of time spent in problem solving sequences used to characterize the reflective/impulsive dimension of cognitive style.

CONFIDENCE TESTING 190

- SN A method for discriminating levels of partial knowledge concerning a test item in which the examinee indicates his degree of confidence in his answer choice.

CONSERVATION (ENVIRONMENT) 460

- SN Preservation of the environment, including natural resources, from loss, waste, or harm.

CONSTITUTIONAL LAW 230**CONSTRUCTION MANAGEMENT 020****CONTINGENCY MANAGEMENT 420**

- SN Systematic arrangement of reinforcing events in order to strengthen or weaken specific behavior.
- UF Contingency Contracts

CORPORAL PUNISHMENT 310

- SN Infliction of physical pain upon one person by another.

COST INDEXES

- SN Measures of the difference in cost or price (prices of consumer goods, school costs, etc.) from that which existed during a designated base period.
- UF Index Numbers (Costs)
Price Indexes

CREDIBILITY 040

- SN Compatibility of a statement or situation with what is generally perceived as true or possible.
- UF Believability
Source Credibility
Trustworthiness

CRIMINAL LAW 230

- SN Branch of jurisprudence that relates to crimes and their punishments.

CUBANS 380**CUTTING SCORES 190**

- SN A selected point on a scale which divides individuals earning scores above and below it into two groups for some purpose.
- UF Critical Scores

DAILY LIVING SKILLS 010

- SN Personal management and social skills which are necessary for adequate functioning on an independent basis.
- UF Fundamental Skills (Daily Living)

DECODING (READING) 440

- SN Assimilation of meaning from written language by trial and error process of grapho-phonetic, semantic, and syntactic analyses.

DELIVERY SYSTEMS 020

- SN Organizational and administrative aspects of the provision of services.

DESENSITIZATION 420

- SN Planned exposure to anxiety producing stimuli in order to reduce illogical fears.

DESIGN BUILD APPROACH 020

- SN Entering into a single contract for design services and construction services.
- UF Design Construct Method
Turnkey Building

DIMENSIONAL PREFERENCE 060

- SN Cue response to color, form, or size.

Diplomacy**USE FOREIGN RELATIONS****DIPLOMATIC HISTORY 260**

- SN History of negotiations among nations, including the study of international alliances, treaties, and other agreements.

Diplomatic Policy**USE FOREIGN POLICY****DISARMAMENT 480**

- UF Arms Control
Multilateral Disarmament
Nuclear Control
Unilateral Disarmament

DISSENT 060

- UF Dissensus

DRINKING 250

- SN Consumption of alcoholic or other beverages.
- UF Social Drinking

DRUG EDUCATION 140

- SN Study of the varied aspects of drugs, their source, abuse, chemical composition, and physical, personal and social effects.

Ecosystems**USE ECOLOGY****EDITING 080**

- SN To make suitable for publication or public presentation by selecting, emending, revising, and compiling.
- UF Copyediting

EDITORIALS 050**EDUCATIONAL ALTERNATIVES 140**

- SN Differential educational programs, within or outside the formal school, which offer a choice and reflect changing social, economic, or cultural needs of the individual or of society (includes alternative goals, structures, delivery systems, curriculum content and methods, modes of learning, etc.).
- UF Alternative Education
Educational Choice
Instructional Alternatives
Teaching Alternatives
Training Alternatives

EDUCATIONAL ANTHROPOLOGY 480

- SN Application of anthropological concepts and methods to the study of educational institutions and processes.

EDUCATIONAL ASSESSMENT 180

- SN Evaluative process of determining the attainment of educational objectives (nationwide, statewide, or locally) for use in educational planning, development, policy formation, and resource allocations.

Educational Production Functions**USE PRODUCTIVITY****EFFICIENCY 180**

- SN Capacity to produce desired results with a minimum expenditure of energy, time, money, or materials.

EGOCENTRISM 040

- SN State of mind characterized by preoccupation with the self—often refers to the Piagetian stage in mental development when the child sees things only from his own limited point of view.

ELEMENTARY SECONDARY EDUCATION**140**

- SN Formal education provided in kindergarten or grade 1 through grade 12.

EMANCIPATED STUDENTS 380

- SN Students who are financially and/or legally independent of their parents or former guardians.
- UF Independent Students (Self Supporting)
Self Supporting Students

ENCAPSULATED FACILITIES 210

- SN Environmentally controlled enclosures made of lightweight material to provide high mobility and flexibility—usually built at less cost than traditional structures.

ENERGY CONSERVATION 460

- SN Preventing loss or waste of energy.

ENGLISH FOR SPECIAL PURPOSES 300

- SN English for non-English speakers who have need for a certain, specialized knowledge of the language for the efficient discharge of functions in their studies, profession, or trade.

ETHNOCENTRISM 040

- SN Habitual disposition to judge foreign peoples or groups by the standards and practices of one's own culture or ethnic group.

EXTERNAL DEGREE PROGRAMS 140

- UF Extended University
Open University
University Without Walls

FACILITY PLANNING 210**FAMILY DAY CARE 490**

- SN Care of preschool children in private homes.
- UF Home Day Care

FAST TRACK SCHEDULING 020

- SN A construction management technique in which design and construction process activities are scheduled to overlap rather than scheduled sequentially.

FINANCE REFORM 220

- SN A change in income/revenue sources or in money management methods, designed to remove inequities or other faults in existing systems.
- UF Tax Reform

FOUND SPACES 210

- SN Spaces which do not resemble traditional school facilities but can easily be converted, e.g., hotels, supermarkets, residences, and enclosed or semi-enclosed outdoor areas adjacent to new or existing facilities.

FULL STATE FUNDING 220

- Fundamental Skills (School)
USE BASIC SKILLS

Future Studies

- USE FUTURES (OF SOCIETY)

FUTURES (OF SOCIETY) 480

- UF Alternative Futures
Future Studies
Futurism
Futuristics
Futurology

GENERATIVE PHONOLOGY 290

- SN Theory or system of rules which describes or predicts well-formed phonological outputs, and is used to express the ability of speakers to produce the sounds of their native language.

GLOBAL APPROACH 480

- SN Approach to social, cultural, scientific, and humanistic questions involving an orientation to the world as a single interacting system.
UF International Approach
Worldmindedness
Worldwide Approach

HEADLINES 080

- SN Titles of news articles or newscasts.

HIGH SCHOOL EQUIVALENCY PROGRAMS 410

- SN Adult educational activities concerned with the preparation for and the taking of tests which lead to a high school equivalency certificate issued by the department of education in each state (e.g., General Educational Development Program).
UF GED Programs

HISTORIOGRAPHY 260

- SN Research into and writing of history.

HOMOSEXUALITY 060

- UF Lesbianism

HUMANISTIC EDUCATION 140

- SN Educational system designed to achieve affective outcomes or psychological growth with the mastery of substantive academic subjects—learning activities in math, social studies, English, and so on, are oriented toward improving self-awareness and mutual understanding among people.
UF Affective Education
Confluent Education
Human Relations Education
Psychological Education
Values Education

HUMANIZATION 490

- SN The process of changing the environment (attitudes, structures, relationships) to be more humane and better adapted to human needs.
UF Dehumanization

HYBRID AIR STRUCTURES 210

- SN Air structures (either air cushions or frame-stabilized structures) which combine air-inflated or structural elements with each other, or are used in combination with other structural supports.

IDEOGRAPHY 290

- SN System of writing using pictures or symbolic characters instead of letters or syllable signs.

Intergovernmental Organizations

- USE INTERNATIONAL ORGANIZATIONS

Internation Behavior

- USE FOREIGN RELATIONS

INTERNATIONAL CRIMES 060

- UF War Crimes

INTERNATIONAL LAW 230

- UF International Legal Analysis
International Torts
Law of Nations

International Policy

- USE FOREIGN POLICY

International Politics

- USE FOREIGN RELATIONS

ITEM BANKS 520

- SN Collection of test items classified according to objectives, subtests, difficulty, grade level, content, etc., which may be used to construct tests tailored to the users' needs.
UF Item Pools

ITV

- USE EDUCATIONAL TELEVISION

JUSTICE 500**Labor Demand**

- USE MANPOWER NEEDS

LAND ACQUISITION 020**LAYOUT (PUBLICATIONS) 030**

- UF Format (Publications)

LEAD POISONING 250**Learning Centers**

- USE LEARNING LABORATORIES

LIBRARY ROLE 330

- SN Functions expected of or carried out by libraries.

LIFE STYLE 060

- SN Manner of living chosen as a personal response to the social and cultural milieu.

Lifelong Integrated Learning

- USE CONTINUOUS LEARNING

LINGUISTIC DIFFICULTY (INHERENT) 290

- SN Universal difficulty (or ease) in articulating, auditing, or processing particular linguistic units and unit sequences.

LOCAL HISTORY 260

- SN History associated with a neighborhood, town, county, or other specific subdivision of a larger geopolitical region.
UF Community History
County History

LOCUS OF CONTROL 420

- SN Personality construct referring to an individual's perception of the locus of events as determined internally by his own behavior vs. fate, luck, or external forces.
UF Internal External Locus of Control.

LUNAR RESEARCH 450

- SN Scientific activities designed to provide information about the origin, structure and properties of the moon.
UF Lunar Exploration

MANAGEMENT BY OBJECTIVES 020

- SN Method of combining performance appraisal with the process of developing and refining organizational goals—involves mutual goal setting between manager and subordinate, during which specific performance or measurement criteria are spelled out and agreed upon.

MARRIED STUDENTS 380**MATRICES 340****MECHANICS (PHYSICS) 400**

- SN The science that deals with the effects of energy and forces on the equilibrium, deformation, or motion of solid, liquid, and gaseous bodies—includes both classical (Newtonian) and modern (atomic-level) mechanics.
UF Classical Mechanics

MERIT PAY 220**MEXICANS 380**

- SN Citizens of Mexico

MIDDLE EASTERN STUDIES 450

- SN Studies, usually interdisciplinary in approach, of all or part of the geographic area which includes Afghanistan, Cyprus, Egypt, Iran, Iraq, Israel, Jordan, Lebanon, Libya, Sudan, Syria, Turkey, and the Arabian peninsula.

Military Policy

- USE FOREIGN POLICY

MISCUE ANALYSIS 440

- SN Examination and interpretation of observed responses in oral reading which do not match expected responses, as a technique for measuring the learner's control of the reading process.
UF Miscue Taxonomy

MOLECULAR STRUCTURE 220**MONOLINGUALISM 290****MORAL DEVELOPMENT 130**

- SN Developmental processes in the formation of moral reasoning and judgments.

MULTIDIMENSIONAL SCALING 190

- SN A procedure for analyzing distances among a set of points in order to find their coordinates on several underlying dimensions.

NATURE NURTURE CONTROVERSY 130

- SN Argument concerning the relative influences of heredity and environmental factors in determining behavior patterns.
- UF Environment Heredity Controversy
Heredity Environment Controversy
Learning Maturation Controversy
Maturation Learning Controversy

NEUROLINGUISTICS 290

- SN A branch of linguistic science relating language behavior to the neurological sciences.

NEW JOURNALISM 260

- SN Reporting which combines traditional journalism techniques with such devices of fiction writing as: scene by scene reconstruction of settings, recording of dialogue, use of third person point-of-view, and extensive recording of external characteristics of individual characters—emphasis is on capturing the "concrete reality" or "immediacy" of cultural phenomena.

NEWS REPORTING 080**NONFICTION 260****NONFORMAL EDUCATION 140**

- SN Organized education without formal schooling or institutionalization in which knowledge, skills and values are transmitted through relatives, peers, or other community members.

NONPUBLIC SCHOOL AID 220**NONRESERVATION AMERICAN INDIANS 380**

- SN American Indians living off reservations who remain on the tribal census roll or who maintain their Indian identity.
- UF Off Reservation American Indians

NORMALIZATION (HANDICAPPED) 250

- SN Use of culturally normative means (patterns and conditions of everyday life) to facilitate adjustment and functioning by the handicapped.

OBSERVATIONAL LEARNING 310

- SN Behavioral effect on the learner resulting from the observation of a model.
- UF Imitative Learning

OPEN BOOK TESTS 520**OPEN EDUCATION 140**

- UF Open Schools

ORGANIZATIONAL COMMUNICATION 080

- SN Exchange of thoughts, messages, etc., within and between organizations (groups of people)—includes exchanges between specific organizations and the general public.
- UF Office Communication

ORGANIZATIONAL DEVELOPMENT 020

- SN The application of behavioral technology to organizations by attempting to integrate individual needs for growth and development with organizational goals and objectives.

ORGANIZATIONAL EFFECTIVENESS 180

- SN Degree to which organizations (groups of people) are successful in satisfying their objectives or functions.

ORGANIZATIONAL THEORIES 020

- SN Ideas or hypotheses relating to the form and structure of organizations (groups of people), describing how such organizations do operate or should operate.

OUTREACH PROGRAMS 410

- SN Efforts to increase the availability and utilization of services, especially through direct intervention and interaction with the target population.
- UF Community Outreach
Outreach Counseling

PARANOID BEHAVIOR 420

- SN Behavior characterized by suspiciousness or delusions of persecution or grandeur.

PARENTHOOD EDUCATION 140

- SN Programs designed to help teenage boys and girls prepare for effective parenthood by learning about child development and the role of parents, and by working closely with young children.

PAROCHIAL SCHOOL AID 220**PEACE 480**

- UF International Peace
World Peace

PEER COUNSELING 090

- SN Performance of limited counselor functions, under counselor supervision, by person of approximate age of counselee.

PERFORMANCE BASED EDUCATION 140

- SN Educational system which places emphasis on the specification, learning, and demonstration of those competencies (knowledge, skills, behaviors) which are of central importance to a given profession or career.
- UF Competency Based Education
Consequence Based Education
Criterion Referenced Education
Output Oriented Education
Proficiency Based Education

PERFORMANCE BASED TEACHER EDUCATION 140

- SN Places stress on the explicit demonstration of performances as evidence of what the teacher knows and is able to do.

PHONEME GRAPHEME CORRESPONDENCE 290

- SN Relationship between speech sound (phoneme) and written symbol (grapheme).
- UF Grapheme Phoneme Correspondence

PHYSICIANS ASSISTANTS 380

- SN Highly trained nonprofessionals who, under physicians' supervision, perform many health care activities usually carried out by physicians.

PNEUMATIC FORMS 210

- SN Structures used as forms for placing concrete, reinforced and/or foam plastic materials.

POLISH AMERICANS 380**POPULATION EDUCATION 140**

- SN Transmission of knowledge about population processes, population characteristics, the causes of population change and the consequences of that change for the individual and society.

PREGNANT STUDENTS 380**PRIMARY HEALTH CARE 250**

- SN First contact health care, including longitudinal responsibility for the patient and coordination of all aspects of the patient's care.

PRIMARY SOURCES 460

- SN Original evidence (documents, relics, oral records, etc.) used in historical research.
- UF Original Sources

PROCESS EDUCATION 140

- SN Educational system which emphasizes the learning and demonstration of generalizable process skills (e.g., observation, classification, measurement, prediction, communication, and inference).

Program Implementation**USE PROGRAM DEVELOPMENT****PROPERTY TAXES 230**

- UF Ad Valorem Tax

PUBLIC HEALTH LEGISLATION 230

- (Replaces old term PUBLIC HEALTH LAWS.)

PUBLIC SERVICE OCCUPATIONS 350

- SN Employment necessary to accomplish the mission of local, county, state, Federal, or other government, except for military service.

PUNISHMENT 310**PUPPETRY 030**

- UF Puppets
Puppet Shows

RELOCATABLE FACILITIES 210

- UF Nonpermanent Facilities

RESPITE CARE 490

- SN Short-term care of the handicapped, in or outside the home, to provide family relief.

REVENUE SHARING 220

- SN Practice of returning a percentage of federal tax money to states and localities for locally directed and controlled public service programs—includes functional grants for education and other major purposes (special) as well as unrestricted grants (general).

REVOLUTION 480

- SN The attempt to make radical changes to one or more political, social, or technological systems that would be qualitatively different from and destructive to the traditional values, norms, and practices of such systems.

ROLE MODELS 420

- SN Individuals (real or theoretical) chosen for emulation in one or a selected few of their roles.

SCHOOL ATTENDANCE LEGISLATION 230
(Replaces old term SCHOOL ATTENDANCE LAWS.)**SEMANTIC DIFFERENTIAL 190**

- SN A method of measuring attitudes and/or values through the use of pairs of bipolar adjectives.

SEVERELY HANDICAPPED 240

- SN Persons whose extreme disabilities make functioning and achievement unusually difficult—generally, rehabilitation services must be beyond those provided by traditional, regular or special education programs.

- UF Profoundly Handicapped

SEX DISCRIMINATION 480

- UF Discrimination (Sex)
Sex Bias
Sex Prejudice

SEX ROLE 490

- SN Pattern of attitudes and behavior that in any society is deemed appropriate to one sex rather than the other.

SEX STEREOTYPES 490**SHARED FACILITIES 210**

- SN Facilities used by two or more distinct groups, institutions, organizations, etc. whether for the same function or for different functions.

- UF Joint Occupancy

SI Units

- USE METRIC SYSTEM

SOCIALISM 480**SOCIAL STRATIFICATION 490****SPACE SCIENCES 400****STATE OF THE ART REVIEWS 320****STRABISMUS 240**

- SN Lack of coordination of eye muscles so that the two eyes do not focus on the same point.

- UF Cross Eyes
Heterophoria
Heterotropia
Walleyes

STRANGER REACTIONS 060

- SN Reactions to strangers (positive, negative, or mixed in character).

- UF Xenophobia

STUDENT RESPONSIBILITY 040**TEACHER CENTERS 210**

- SN Interinstitutional centers (school/college/community) offering teacher-oriented professional development programs, at preservice/inservice levels, of educational demonstrations, experimental teaching, laboratory experiences and other participatory learning activities.

- UF University Training Centers

TEACHER DISCIPLINE 020

- SN Discipline of, not by, teachers.

TEACHER DISMISSAL 020**TIMEOUT 420**

- SN Period of time in which no positive reinforcers are available, e.g., isolation in a small room.

TOTALITARIANISM 230

- UF Dictatorship

TREATIES 230

- SN Negotiated agreements between two or more political authorities.

TUTORS 380

- (Replaces old term COACHING TEACHERS.)

UPPER DIVISION COLLEGES 470

- SN Colleges offering junior, senior, and graduate level courses.

Valence (Language)

- USE SYNTAX

VENEREAL DISEASES 250

- UF Syphilis
Gonorrhea
Chancroid

VISUAL AIDS 050

- UF Visual Equipment
Visual Instrumentation
Visual Materials
Visual Media

VISUAL LITERACY 010

- SN A group of competencies which allows a human being to discriminate and interpret the visible action, objects, and/or symbols, natural or man-made, that he encounters in his environment.

VOCATIONAL MATURITY 130

- SN Degree of an individual's skill in making decisions concerning his or her vocation at a given life stage.

WASTES 460

- SN Unneeded, discarded or excess material including solids, oils, chemicals, and liquids.

- UF Litter
Refuse

WAR 480

- UF Civil War
Conventional Warfare
Guerilla Warfare
International War
Unconventional Warfare

WASTE DISPOSAL 410

- SN Act or process of discarding or throwing away unneeded or excess material including solids, oils, chemicals, and liquids.

WOMENS ATHLETICS 390**WOMENS STUDIES 110**

- SN An academic discipline that incorporates courses about women either separately or as a field of study.

- UF Female Studies

Other ERIC Products

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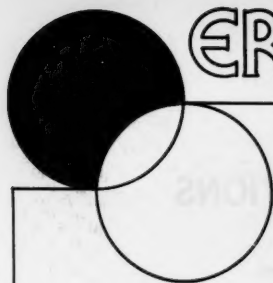
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